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ABSTRACT

Community and staff surveys, conducted in 1982, were commissioned by the Sacramento City (CA) Unified School District Board of Education as part of a project designed by the District's five high school principals. This report is limited to a presentation of the survey results. A subsequent report to be developed will present conclusions and any recommendations which the principals deem appropriate on the basis of the survey findings, their knowledge of the District and their professional experience and expertise. This report contains five sections following an introduction: (1) highlights of the findings, which outlines the key responses of community members and staff; (2) summary of the findings, which presents a more in-depth, question-by-question review of community and staff responses; (3) characteristics of the survey samples, which describes the demographic characteristics of the two groups surveyed and, where possible, compares the community survey sample to the total population as portrayed by the 1980 Census; (4) survey methods, which describes the manner in which the surveys were designed and implemented; and (5) survey instruments, which contains copies of the actual questionnaires used with community and staff respondents. Three technical appendices contain detailed information on all aspects of the survey responses. (PN)

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COMMUNITY AND STAFF SURVEYS

CONDUCTED FOR THE

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SUMMARY REPORT

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J.D. FRANZ RESEARCH

APRIL, 1982

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Particular appreciation is due to the faculty and staff of Sacramento High School, who graciously endured three weeks of hectic evening and weekend activity during the actual interviewing. Principal Thea Stidum was a consistently charming and helpful hostess, School Secretary June Bachman always seemed to be able to find things and solve problems, and the others whose space we invaded suffered us with aplomb. We are also most grateful to instructor David Tafoya for the outstanding job he did of printing the survey instruments and to the custodial staff who shared and enlivened the long, late hours. Finally, all of us send fond regards to the bunny rabbit, whose affection and antics cheered us all.

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Jennifer D. Franz
J.D. Franz Research

April, 1982

I. INTRODUCTION

Background

This report presents the results of community and staff surveys commissioned by the Sacramento City Unified School District Board of Education as part of a project designed by the District's five high school principals and funded by the Danforth Foundation. The objective of this project is "to make recommendations for Sacramento City Unified School District High School Program based on analysis of a community survey," with the focus of these recommendations being on "what should be" in terms of the scope and structure of the high school cirriculum. (High School Principals Report, September 11, 1981)

In November of 1981, the principals selected and the Board approved the firm of J.D. Franz Research (JDFR) to design and conduct the surveys. The community survey was conducted in January of 1982, and the staff survey was conducted in early February. Throughout this period, the research firm's principal consultant met regularly with the principals and their group facilitator in order to plan strategy, review progress and consider preliminary findings.

Nature of the Report

Both the structure of the principals' project and the contract with JDFR call for the principals to analyze, draw conclusions from and make recommendations on the basis of the survey findings. Accordingly, this report is limited to a presentation of the survey results, omitting the conclusions and recommendations sections typically included in research documents. A subsequent report to be developed by the principals in consultation with JDFR will present conclusions and any recommendations which the principals deem appropriate on the basis of the survey findings, their knowledge of the

District and their professional experience and expertise.

Organization of the Report

This Summary Report contains five sections in addition to the Introduction:

- Highlights of the Findings, which outlines the key responses of community members and staff

- Summary of the Findings, which presents a more in-depth, question-by-question review of community and staff responses

- Characteristics of the Survey Samples, which describes the demographic characteristics of the two groups surveyed and, where possible, compares the community survey sample to the total population as portrayed by the 1980 Census

- Survey Methods, which describes the manner in which the surveys were designed and implemented

- Survey Instruments, which contains copies of the actual questionnaires used with community and staff respondents

Supplementing the Summary Report are three technical appendices which contain detailed information on all aspects of the survey responses. The content, structure and purpose of these appendices are as follows:

- Appendix A contains tabular presentations of all community and staff responses to all survey questions. Community responses, which are designated by an "A" following the

table number, are printed next to staff responses, designated by a "B," in order to facilitate comparisons between the two groups' answers. This appendix is designed to provide the reader who desires more detail with the full variety of response to items of interest.

- Appendix B describes the manner in which volunteered responses and responses to the surveys' one open-ended question were coded and presents listings of the types of content subsumed under each of the various codes which were utilized. The intent of this appendix is to provide the reader with a more in-depth understanding of what respondents were actually saying - an understanding which purely numerical data cannot convey.

- Appendix C presents a verbatim transcription of community respondents' answers to the question, "What were your reactions to taking part in this survey?" This question, which was asked during interview follow-up calls, yielded comments which suggest that the survey was definitely well-received and that it served a positive school-community relations function in addition to its primary purpose as a planning tool. JDFR staff thought that these comments would therefore be of interest to members of the Board, District personnel and the community at large.

II. HIGHLIGHTS OF THE FINDINGS

Importance of a High School Diploma

Approximately three-quarters of both community and staff respondents indicated that it is very important for a student to graduate with a high school diploma.

Required Versus Elective Courses

The community was somewhat divided on this issue, although the largest group favored an even mix. Staff were almost evenly divided between an even mix and mostly required courses.

Graduation Requirements

- Virtually all community and staff respondents indicated that English and mathematics should be required for graduation.
- Around nine-tenths of both groups indicated that history and government should be required.
- Over three-quarters of community respondents and nine-tenths of staff respondents indicated that science should be required.
- Majorities of both groups indicated that social studies other than history and government, physical education, career education & job training and family life & sex education should be required.
- Majorities of both community and staff respondents indicated that arts and music should not be required.

Length of Graduation Requirements

Most frequently (but by no means unanimously), respondents who indicated that the subject should be required said that:

- English should be required for four years
- Mathematics should be required for four years (community) or for two years (staff)

- History and government should be required for two years
- Other social studies should be required for two years (community) or one year (staff)
- Science should be required for two years
- Physical education should be required for four years (community) or two years (staff)
- Career education and job training should be required for two years (community) or one year (staff)
- Family life and sex education should be required for one year

Structure of the English Requirement

Most community respondents and almost three-quarters of staff respondents indicated that more of the English requirement should be in grammar, writing and literature.

Structure of the Mathematics Requirement

Almost half of the community respondents and a majority of the staff respondents indicated that the mathematics requirement should be a combination of specified courses and courses in any area of math.

Retention at the Junior High School Level

Strong majorities of both respondent groups indicated that students should be held back at the junior high school level if they have not mastered eighth grade English and mathematics.

Failure of Required Courses

Nine-tenths or more of both community and staff respondents indicated that a student should be required to repeat a required high school course which he or she has failed.

Attendance in Class

Community respondents were almost evenly divided on the subject of whether students should be failed for non-attendance or graded for learning only. Over four-fifths of staff respondents indicated that students should be failed for not attending some minimum number of hours.

School Assignment Versus Choice

A slim majority of community respondents indicated that students should be allowed to attend the high school of their choice. Almost two-thirds of staff respondents indicated that students should be assigned to a particular school.

Reasons for School Assignment

A majority of community respondents and almost half of staff respondents indicated that the primary reason for assigning students to schools should be to make sure all students live within a reasonable distance of school.

Fees for Student Activities

Strong majorities of both respondent groups opposed charging students fees to participate in athletics and student activities.

Biggest Problems with Which the High Schools Must Deal

The five problems most frequently mentioned by community respondents were lack of discipline, drugs, poor curriculum/poor standards, student lack of interest and non-attendance.

The five problems most frequently mentioned by staff respondents were non-attendance, lack of discipline, lack of money, parents' lack of interest and student lack of interest.

III. SUMMARY OF THE FINDINGS

This section presents an overview of the community and staff responses to each of the survey's 48 questions and subquestions. Capitalized headings represent paraphrases of the actual questions asked. Following these are a description of the community response and a parallel description of the staff response. The table numbers in parentheses after each response overview refer to the detailed table for that question and respondent group, which can be found in Appendix A.

HOW IMPORTANT IS IT TO GRADUATE WITH A HIGH SCHOOL DIPLOMA?

Community Response. Three-quarters of community respondents (74.9%) indicated that it is very important for a student to graduate with a high school diploma as opposed to passing a test, and another 15.6% indicated that it is somewhat important. Only 6.3% indicated that it is not important actually to graduate with a high school diploma. (Table 1-A)

Staff Response. Slightly over three-quarters of staff respondents (75.5%) indicated that it is very important for a student to graduate with a high school diploma, and another almost one-fifth (19.2%) indicated that it is somewhat important. Only 4.2% indicated that it is not important actually to graduate with a diploma. (Table 1-B)

WHAT IS THE APPROPRIATE MIX OF REQUIRED AND ELECTIVE COURSES?

Community Response. The most frequent community response on this subject (43.7%) was that there should be an even mix of required and elective courses. However, over a third (36.9%) responded that most courses should be required, and another 7.1% responded that all courses should be required. Less than one in ten responded either that most courses should be elective (5.4%) or that all courses should be elective (4.0%). (Table 2-A)

Staff Response. Almost half of the staff respondents (48.7%) indicated that most courses should be required, and a majority (50.4%) indicated either that most should be required or that all should be required. However, almost as many (46.8%) responded that there should be an even mix of required and elective courses. Each of the other possible responses was selected by less than 2% of the surveyed staff. (Table 2-B)

SHOULD ENGLISH BE REQUIRED FOR GRADUATION?

Community Response. Virtually all of the community respondents (98.5%) indicated that a course or courses in English should be required for graduation. Only 1.3% indicated that English should not be required. (Table 3-A)

Staff Response. Virtually all of the staff respondents (98.6%) indicated that a course or courses in English should be required for graduation. Less than one in a hundred (0.8%) indicated that English should not be required. (Table 3-B)

SHOULD MATHEMATICS BE REQUIRED FOR GRADUATION?

Community Response. Virtually all of the community respondents (98.8%) indicated that a course or courses in mathematics should be required for graduation. Only 1.1% indicated that mathematics should not be required. (Table 4-A)

Staff Response. Virtually all of the staff respondents (98.9%) indicated that a course or courses in mathematics should be required for graduation. Less than one in a hundred (0.6%) indicated that mathematics should not be required. (Table 4-B)

SHOULD HISTORY AND GOVERNMENT BE REQUIRED FOR GRADUATION?

Community Response. Almost nine out of ten community respondents (88.9%)

indicated that a course or courses in history and government should be required for graduation. In addition, another 0.6% indicated that only history should be required and 1.7% indicated that only government should be required, for a total of 91.2% in favor of a requirement in this area. Less than one in ten (7.8%) indicated that these subjects should not be required. (Table 5-A)

Staff Response. Well over nine-tenths of staff respondents (95.8%) indicated that a course or courses in history and government should be required for graduation. Only 3.9% indicated that these subjects should not be required. (Table 5-B)

SHOULD OTHER SOCIAL STUDIES SUCH AS SOCIOLOGY, PSYCHOLOGY AND ECONOMICS BE REQUIRED FOR GRADUATION?

Community Response. A majority of community respondents (59.1%) indicated that one or more other social studies courses should be required for graduation. In addition, another 0.5% indicated that only sociology should be required, 0.4% indicated that only psychology should be required, and 4.3% indicated that only economics should be required, for a total of 64.3% favoring some requirement in this area. However, a full third (33.4%) indicated that these subjects should not be required. (Table 6-A)

Staff Response. Over half of the staff respondents (56.8%) indicated that one or more other social studies courses should be required for graduation. In addition, another 0.3% each indicated that either only sociology or only economics should be required, for a total of 57.4% in favor of some requirement in this area. However, over two-fifths (41.5%) indicated that these subjects should not be required. (Table 6-B)

SHOULD SCIENCE BE REQUIRED FOR GRADUATION?

Community Response. Over three-quarters of community respondents (78.7%)

indicated that one or more science courses should be required for graduation. Close to two in ten (18.6%), on the other hand, indicated that science should not be required. (Table 7-A)

Staff Response. Nine out of ten staff respondents (90.5%) indicated that science should be required for graduation. Less than one in ten (8.9%) indicated that science should not be required. (Table 7-B)

SHOULD ARTS AND MUSIC BE REQUIRED FOR GRADUATION?

Community Response. Approaching two-thirds of community respondents (63.1%) indicated that a course or courses in arts and music should not be required for graduation. However, slightly over a third (35.1%) indicated that these subjects should be required, and another 0.2% indicated that only arts should be required. (Table 8-A)

Staff Response. A majority of staff respondents (57.1%) indicated that a course or courses in arts and music should not be required for graduation. However, slightly over two-fifths (42.1%) indicated that these subjects should be required. (Table 8-B)

SHOULD PHYSICAL EDUCATION BE REQUIRED FOR GRADUATION?

Community Response. Seven out of ten community respondents (70.7%) indicated that one or more physical education courses should be required for graduation. On the other hand, over a quarter (28.3%) indicated that physical education should not be required. (Table 9-A)

Staff Response. A majority of staff respondents (52.6%) indicated that a course or courses in physical education should be required for graduation. However, close to half (46.8%) indicated that physical education should not be required. (Table 9-B)

SHOULD CAREER EDUCATION AND JOB TRAINING BE REQUIRED FOR GRADUATION?

Community Response. Three-quarters of community respondents (75.9%)

indicated that a course or courses in career education and job training should be required for graduation. In addition, another 0.2% each indicated that either career education only or job training only should be required, for a total of 76.3% favoring a requirement in this area. Slightly over one-fifth (21.9%), however, indicated that these subjects should not be required. (Table 10-A)

Staff Response. A majority of staff respondents (52.9%) indicated that one or more courses in career education and job training should be required for graduation. However, approaching half (46.2%) indicated that these subjects should not be required. (Table 10-B)

SHOULD FAMILY LIFE AND SEX EDUCATION BE REQUIRED FOR GRADUATION?

Community Response. Approaching two-thirds of community respondents (63.8%) indicated that family life and sex education should be required for graduation. In addition, another 0.5% indicated that only family life education should be required, and 0.1% indicated that only sex education should be required, for a total of 64.4% in favor of a requirement in this area. On the other hand, almost a third of community respondents (32.6%) indicated that these subjects should not be required. (Table 11-A)

Staff Response. A majority of staff respondents (55.2%) indicated that one or more courses in family life and sex education should be required. However, somewhat over two-fifths (42.9%) indicated that these subjects should not be required. (Table 11-B)

HOW MANY YEARS OF ENGLISH SHOULD BE REQUIRED?*

Community Response. A majority of the community respondents who indicated that English should be required (58.4%) said that it should be required for four years. Approaching one in five (18.9%) said it should be required for three years, and 14.4% said it should be required for two years. Only 3.5% said English should be required for one year. (Table 12-A)

Staff Response. A majority of the staff respondents who indicated that English should be required (59.0%) said that it should be required for four years. However, over a quarter (29.1%) said it should be required for three years, and approximately one in ten (10.2%) said it should be required for two years. Less than one percent said English should be required for one year. (Table 12-B)

HOW MANY YEARS OF MATHEMATICS SHOULD BE REQUIRED?

Community Response. Almost half of the community respondents who indicated that mathematics should be required (46.3%) said that it should be required for four years. However, somewhat over one-fifth each said it should be

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* The responses to this and the following eight questions concerning the number of years particular subjects should be required are described throughout in terms of percentages of those initially indicating that the subjects should be required. Those who indicated that a subject should not be required were not asked the follow-on question about the number of years, and it therefore seems inappropriate to discuss these questions from their perspective. The question was not, "How many years of X should be required?", asked of all respondents, but rather, "Given that you believe X should be required, for how many years should it be required?"

It should be noted, however, that the percentages of the total survey populations saying that a given number of years should be required will always be smaller than the percentages who indicated that the subject should be required. The differences are not substantive for most subjects, but they become major in cases in which large numbers of respondents answered "not required" (e.g., in the case of arts and music). The reader who is interested in reviewing responses to the numbers of years question in terms of the total survey populations will find the relevant data in Appendix A.

required for three years (21.4%) or two years (22.6%). Only 4.8% said mathematics should be required for one year. (Table 13-A)

Staff Response. Slightly over two-fifths of the staff respondents who indicated that mathematics should be required (42.3%) said that it should be required for two years. However, over a quarter (29.3%) said that it should be required for three years, and a fifth (20.6%) said that it should be required for four years. Less than one in ten (7.9%) said mathematics should be required for one year. (Table 13-B)

HOW MANY YEARS OF HISTORY AND GOVERNMENT SHOULD BE REQUIRED?

Community Response. The largest group of community respondents who indicated that history and government should be required (38.7%) said that they should be required for two years. However, somewhat over a fifth (22.3%) said these subjects should be required for four years and 16.1% each said they should be required for one year or three years. (Table 14-A)

Staff Response. A majority of the staff respondents who indicated that history and government should be required (51.7%) said that they should be required for two years. However, around a fifth each said they should be required for three years (21.8%) or one year (18.0%). Only 7.0% said history and government should be required for four years. (Table 14-B)

HOW MANY YEARS OF OTHER SOCIAL STUDIES - SUCH AS SOCIOLOGY, PSYCHOLOGY AND ECONOMICS - SHOULD BE REQUIRED?

Community Response. Somewhat over a third of the community respondents who indicated that other social studies should be required (36.2%) said that they should be required for two years, and somewhat less than a third (30.1%) said that these subjects should be required for one year. On the other hand. 13.6% said other social studies should be required for four years and almost one in ten (9.7%) said they should be required for three years. (Table 15-A)

Staff Response. Approaching two-thirds of the staff respondents who indicated that other social studies should be required (62.0%) said that they should be required for one year. However, over a fourth (28.5%) said these subjects should be required for two years. Only 3.5% said other social studies should be required for three years and only one in a hundred (1.0%) said they should be required for four years. (Table 15-B)

HOW MANY YEARS OF SCIENCE SHOULD BE REQUIRED?

Community Response. The largest group of community respondents who indicated that science should be required (39.0%) said that it should be required for two years. However, over a fifth (22.9%) said it should be required for one year and almost a fifth (19.0%) said it should be required for four years. Finally, 14.0% said science should be required for three years. (Table 16-A)

Staff Response. Just slightly under half of the staff respondents who indicated that science should be required (49.5%) said that it should be required for two years. However, over a quarter (27.7%) said it should be required for one year and 15.1% said it should be required for three years. Only 6.5% said science should be required for four years. (Table 16-B)

HOW MANY YEARS OF ARTS AND MUSIC SHOULD BE REQUIRED?

Community Response. Somewhat over two-fifths of the community respondents who indicated that arts and music should be required (42.7%) said that they should be required for one year. However, over a quarter (28.5%) said that these subjects should be required for two years and 13.6% said they should be required for four years. Only 6.2% said arts and music should be required for three years. (Table 17-A)

Staff Response. A majority of the staff respondents who indicated that

arts and music should be required (54.7%) said they should be required for one year. On the other hand, over a quarter (27.3%) said these subjects should be required for two years. Only 5.3% each said arts and music should be required for three or four years. (Table 17-B)

HOW MANY YEARS OF PHYSICAL EDUCATION SHOULD BE REQUIRED?

Community Response. A majority of the community respondents who indicated that physical education should be required (57.5%) said it should be required for four years. Somewhat less that a fifth (18.6%) said it should be required for two years, and 12.3% said it should be required for three years. Only 7.1% said physical education should be required for one year. (Table 18-A)

Staff Response. The largest group of staff respondents who indicated that physical education should be required (38.6%) said it should be required for two years. However, approaching a third (31.7%) said it should be required for four years and almost a fifth (19.6%) said it should be required for three years. Slightly fewer than one in ten (9.0%) said physical education should be required for one year. (Table 18-B)

HOW MANY YEARS OF CAREER EDUCATION AND JOB TRAINING SHOULD BE REQUIRED?

Community Response. The largest group of community respondents who indicated that career education and job training should be required (29.8%) said they should be required for two years. However, virtually the same percentage (28.8%) said these subjects should be required for one year, and almost a quarter (24.7%) said they should be required for four years. Approximately one-tenth (9.8%) said career education and job training should be required for three years. (Table 19-A)

Staff Response. Approaching half of the staff respondents who indicated that career education and job training should be required (45.3%) said they should be required for one year. However, a quarter (25.3%) said

these subjects should be required for two years and a tenth (10.5%) said they should be required for four years. Somewhat less than a tenth (8.9%) said career education and job training should be required for three years. (Table 19-B)

HOW MANY YEARS OF FAMILY LIFE AND SEX EDUCATION SHOULD BE REQUIRED?

Community Response. A majority of community respondents who indicated that family life and sex education should be required (51.4%) said they should be required for one year. However, approaching a quarter (23.6%) said these subjects should be required for two years and slightly over a tenth (10.9%) said they should be required for four years. Only 4.2% said family life and sex education should be required for three years. (Table 20-A)

Staff Response. Over two-thirds of the staff respondents who indicated that family life and sex education should be required (68.7%) said they should be required for one year. Somewhat over a tenth (13.1%) said these subjects should be required for two years, and another tenth (10.1%) volunteered that they should be required for less than a year. Only 2.5% and 3.5%, respectively, said family life and sex education should be required for three or four years. (Table 20-B)

SHOULD THE ENGLISH REQUIREMENT BE MORE OR LESS STRUCTURED?

Community Response. A majority of the community respondents (54.4%) indicated that more of the required English courses should be in grammar, writing and literature. However, almost two-fifths (39.1%) responded that the present requirement is about right. Only 3.6% indicated that more of the English requirement should be elective. (Table 21-A)

Staff Response. Approaching three-quarters of the staff respondents (72.4%) indicated that more of the required English courses should be in grammar, writing and literature. Somewhat over a fifth (22.0%)

responded that the present requirement is about right, and only 3.6% indicated that more of the English requirement should be elective. (Table 21-B)

HOW SHOULD THE MATHEMATICS REQUIREMENT BE STRUCTURED?

Community Response. Almost half of the community respondents (47.4%) indicated that the mathematics courses students are required to take should be a combination of specified courses and courses in any area of math. Roughly equal percentages responded that the required courses should be specified (24.2%) and that the required courses should be in any area of math (24.7%). (Table 22-A)

Staff Response. A majority of staff respondents (58.2%) indicated that the mathematics courses students are required to take should be a combination of specified courses and courses in any area of math. Again, roughly equal percentages responded that the required courses should be specified (21.2%) and that the required courses should be in any area of math (20.1%). (Table 22-B)

SHOULD A STUDENT BE HELD BACK AT THE JUNIOR HIGH SCHOOL LEVEL OR ALLOWED TO GO ON TO HIGH SCHOOL IF HE/SHE HAS NOT MASTERED EIGHTH GRADE ENGLISH AND MATHEMATICS?

Community Response. Approximately two-thirds of community respondents (66.4%) indicated that a student should be held back at the junior high school level if he or she has not mastered eighth grade English and mathematics. On the other hand, 16.5% responded that the student should be allowed to go on to high school.

Slightly over thirteen percent of respondents (13.3%) gave qualified answers to this question (e.g., the student should be allowed to go on, but should be given remedial help). When these qualified responses are added to the unqualified answers, over two-thirds of community respondents (67.8%)

indicated that students should be held back if they have not mastered eighth grade English and math and over a quarter (26.9%) indicated that they should be allowed to go on. (Table 23-A)

Staff Response. Over three-quarters of staff respondents (79.4%) indicated that a student should be held back at the junior high school level if he or she has not mastered eighth grade English and mathematics. Somewhat less than a fifth (16.7%) indicated that the student should be allowed to go on to high school. (Table 23-B)

SHOULD A STUDENT WHO FAILS A REQUIRED HIGH SCHOOL COURSE BE REQUIRED TO REPEAT THE COURSE OR ALLOWED TO GO ON TO THE NEXT HIGHER LEVEL IN THAT SUBJECT?

Community Response. Nine out of ten community respondents (90.4%) indicated that a student who fails a required high school course should be required to repeat the course. Only 3.2% indicated that the student should be allowed to go on to the next higher level in that subject. (With the qualification "but with remedial help," this figure increases to 3.7%.) (Table 24-A)

Staff Response. Virtually all of the staff respondents (96.9%) indicated that a student who fails a required high school course should be required to repeat that course. Only 2.2% indicated that the student should be allowed to go on to the next higher level in that subject. (Table 24-B)

SHOULD A STUDENT BE FAILED FOR NOT ATTENDING CLASS FOR SOME MINIMUM NUMBER OF HOURS OR SHOULD THE STUDENT BE GRADED FOR LEARNING ONLY?

Community Response. Community respondents were almost evenly divided on this subject. Approaching half (47.8%) indicated that students should be failed for not attending class for some minimum number of hours, and 43.1% indicated that students should be graded for learning only. (Table 25-A)

Staff Response. Over four-fifths of staff respondents (82.7%) indicated that students should be failed for not attending class for some minimum number of hours. Only 13.9% indicated that students should be graded for learning only. (Table 25-B)

SHOULD STUDENTS BE ALLOWED TO ATTEND THE HIGH SCHOOL OF THEIR CHOICE OR SHOULD THEY BE ASSIGNED TO A PARTICULAR SCHOOL?

Community Response. A slim majority of community respondents (50.3%) indicated that students should be allowed to attend the Sacramento City high school of their choice. However, almost two-fifths (38.9%) responded that students should be assigned to a particular school. If qualified answers of "assigned, but in own area" (2.3%) and "assigned, but with some choice for special programs or reason" (1.8%) are added to this figure, over two-fifths (43.0%) indicated that students should be assigned to a particular school. (Table 26-A)

Staff Response. Approaching two-thirds of staff respondents (64.1%) indicated that students should be assigned to a particular school. However, almost a third (32.0%) indicated that students should be allowed to attend the Sacramento City high school of their choice. (Table 26-B)

WHAT SHOULD BE THE PRIMARY REASON FOR ASSIGNING STUDENTS TO SCHOOLS?

Community Response. A majority of community respondents (55.1%) indicated that the primary reason for assigning students to schools should be to make sure all students live within a reasonable distance of school. However, almost a fifth (19.3%) responded that it should be to make sure no school has too many students and slightly over a tenth (11.0%) indicated that it should be to make sure no school is racially or ethnically out of balance. (Table 27-A)

Staff Response. Almost half of the staff respondents (48.5%) indicated that the primary reason for assigning students to schools should be to

make sure all students live within a reasonable distance of school. However, over a fifth (22.0%) responded that it should be to make sure no school is racially or ethnically out of balance and approaching a fifth (17.3%) indicated that it should be to make sure no school has too many students. (Table 27-B)

WOULD RESPONDENTS FAVOR OR OPPOSE THE CHARGING OF FEES FOR STUDENT ACTIVITIES?

Community Response. Four-fifths of community respondents (80.0%) would oppose charging students fees to take part in athletics and student activities. Somewhat over a tenth (13.1%) would favor charging fees and another 1.7% volunteered that they would favor charging them "only if necessary" or if the alternative were either elimination of the programs or higher taxes. (Table 28-A)

Staff Response. Slightly over two-thirds of staff respondents (67.4%) would oppose charging students fees to take part in athletics and student activities. However, over a quarter (27.9%) would favor charging fees and another 0.3% would favor them "if necessary." (Table 28-B)

WHAT ARE THE BIGGEST PROBLEMS WITH WHICH THE SACRAMENTO CITY HIGH SCHOOLS MUST DEAL?

Community Response. The five problems most frequently mentioned by community respondents were: lack of discipline, drugs, poor curriculum/ poor standards, student lack of interest and non-attendance. Table 1 on page 21 portrays the ten problems most frequently mentioned by this group and the frequency with which they were mentioned. (Please also see Table 29-A in Appendix A for detailed community responses to this question and Appendix B for the types of community responses which were included in each problem category.)

TABLE 1

BIGGEST PROBLEMS WITH WHICH THE SACRAMENTO CITY HIGH SCHOOLS MUST DEAL

Ten Problems Most Frequently Mentioned By Community Respondents

Problem	Percent Mentioning	Rank
Lack of Discipline	17.2%	1
Drugs	15.3%	2
Poor Curriculum/Poor Standards	14.8%	3
(Miscellaneous Problems)	(13.2%)	-
Student Lack of Interest	8.2%	4
Non-Attendance	7.6%	5
Violence	6.5%	6
Racial Problems	6.4%	7
Lack of Money	5.6%	8
Overcrowding	4.9%	9
Incompetent Teachers	4.0%	10

Staff Response. The five problems most frequently mentioned by staff respondents were non-attendance, lack of discipline, lack of money, parents' lack of interest and student lack of interest. Table 2 on page 23 portrays the ten problems most frequently mentioned by this group and the frequency with which they were mentioned. (Please also see Table 29-B in Appendix A for detailed staff responses to this question and Appendix B for the types of responses which were included in each problem category.)

TABLE 2

BIGGEST PROBLEMS WITH WHICH THE SACRAMENTO CITY HIGH SCHOOLS MUST DEAL

Ten Problems Most Frequently Mentioned by Staff Respondents

Problem	Percent Mentioning	Rank
Non-Attendance	47.4%	1
Miscellaneous	(39.6%)	-
Lack of Discipline	31.8%	2
Lack of Money	20.6%	3
Parents' Lack of Interest	15.3%	4
Student Lack of Interest	13.9%	5
Poor Curriculum/Poor Standards	13.1%	6
Overcrowding	12.0%	7.5
Administration	12.0%	7.5
Discrimination/Segregation	8.6%	9
Need Programs for All Abilities	5.6%	10

V. CHARACTERISTICS OF THE SURVEY SAMPLES

This section presents the demographic data which were requested of respondents at the conclusion of both the community and staff surveys. Specifically, it describes the sex, ethnicity, age, educational level and parental status of all respondents and the positions and teaching fields, if applicable, of staff respondents. Where data from the 1980 Census are available, they have been compared to community survey respondents' characteristics for purposes of determining the representativeness of the survey sample. The extent to which the community sample can be considered representative vis-a-vis the total population is discussed in more detail under Survey Methods (Section V).

Sex of Respondents

Respondents to the community survey were 51.3% female and 48.7% male. This distribution compares to a total 1980 Census population distribution for Sacramento County of 51.2% female and 48.8% male. (Table 30-A)

Respondents to the staff survey were 59.6% male and 37.6% female. (Table 30-B)

Ethnicity of Respondents

Respondents to the community survey were 66.4% Caucasian (non-Hispanic), 12.8% Black, 7.3% of Mexican descent, 3.4% of other Hispanic descent, 4.1% Oriental or Asian, 2.9% American Indian and 2.0% Other. One percent of community respondents refused to divulge their ethnicity. (Table 31-A)

An approximation of the ethnic distribution within the Sacramento City Unified School District based on Census tracts encompassed within the District yielded the following distribution: 72.7% Caucasian (non-Hispanic),

8.6% Black, 10.9% of Mexican or other Hispanic descent, 6.4% Oriental or Asian and less than 0.1% American Indian or Other.

Aside from the fact that the Census has historically under-counted ethnic minorities, the distribution for the District is itself subject to error because Census tract and District boundaries are not congruent. Accordingly, it is impossible to determine whether the differences between the survey sample and the Census distribution are attributable to errors of Census and boundary measurement or actual differences between the sample and the District population. The possibility does exist, however, that this survey achieved a slight over-representation of ethnic minorities.

Respondents to the staff survey were 70.5% Caucasian (non-Hispanic), 6.4% Black, 5.0% of Mexican descent, 1.9% of other Hispanic descent, 4.2% Oriental or Asian, 2.2% American Indian and 0.8% Other. Almost one-tenth of the staff respondents (8.1%) refused to divulge their ethnicity. (Table 31-B)

Age of Respondents

The age distribution of respondents to the community survey and of the total Sacramento County population according to the 1980 Census are portrayed in Table 3 below. (See also Table 32-A.)

TABLE 3

AGE DISTRIBUTION OF SURVEY RESPONDENTS AND SACRAMENTO COUNTY POPULATION

Age Group	Percent in Survey	Percent in Population
18 Years Old	4.3	1.8
19 Years Old	2.3	1.9
20 - 29 Years Old	33.4	27.1
30 - 59 Years Old	47.7	48.9
60 Years Old & Older	11.2	15.3
Refused	1.1	--

Inasmuch as age distributions from the 1980 Census are not yet available by Census tract, it is impossible to determine whether the differences between these two sets of figures reflect differences between the County and Unified School District populations or actual differences between the District population and the survey sample. The researchers did note a reluctance on the part of many older adults to participate in the survey and a correspondingly higher interest among young adults, however, so it is not impossible that some under-sampling of those over 60 and over-sampling of those under 30 occurred.

Almost two-thirds of the staff survey respondents (64.0%) were age forty or older: 29.8% between ages 40 and 49, 29.5% between ages 50 and 59, and 4.7% age 60 or older. Approaching a quarter (23.7%) were ages 30 to 39, and 4.2% were between 20 and 29. Eight percent refused to divulge their ages. (Table 21-B)

Last Grade Respondents Completed in School

Over four-fifths of community respondents (85.8%) had attained at least a high school diploma, and a majority (53.6%) had completed some college work. Over one-quarter (29.1%) were high school graduates with no college, almost the same percentage (29.4%) had attended some college but not attained a bachelor's degree, and almost a quarter (24.2%) had a bachelor's or advanced degree. In contrast, only 13.9% had not completed high school. Only 2.2% had completed the eighth grade or less, 9.1% had finished between the ninth and eleventh grades, and 2.6% had completed the twelfth grade but had not received diplomas. (Note: 1980 Census data for Sacramento County with which these figures might be compared are not yet available.) (Table 33-A)

Virtually all staff respondents (96.7%) had attained a bachelor's or advanced degree. Slightly over one percent (1.1%) had some college but no

degree, 0.8% had one to two years of business or technical school and 0.6% were high school graduates. (Table 33-B)

Presence of Parents Among Respondents

Approaching one-fifth of community respondents (17.6%) said they had children attending a school or schools in the Sacramento City Unified School District. In addition, 4.1% said they had children attending schools in another district and 1.4% said they had children attending private schools. (Table 34-A)

Seventeen percent of staff respondents indicated that they had children attending a school or schools in the Sacramento City Unified School District. (Table 34-B)

Positions and Teaching Fields of Staff Respondents

Well over four-fifths of staff respondents (87.7%) were teachers, 4.7% were counselors, 3.3% were administrators and 3.1% were classified staff. (Table 35)

The largest group of teachers who listed a field of instruction were English teachers (15.0% of all staff respondents). These were followed by vocational education teachers (14.5%), social studies teachers (10.6%), mathematics teachers (8.4%), science teachers (8.1%) special education teachers (7.0%) and physical education teachers (6.7%). All other teaching fields represented less than 5% each of the total staff surveyed. (Table 36)

IV. SURVEY METHODS

General Approach

Both the community and staff surveys were designed and implemented by J.D. Franz Research in a context of ongoing cooperation and consultation with the five high school principals and their group facilitator. Over twenty hours were devoted to planning and review meetings between JDFR's principal consultant and the administrators group in order to ensure that survey design, implementation and reporting met the principals' information needs and expectations.

The community survey was conducted by telephone among 1,134 randomly selected residents of the City and County of Sacramento. All of the interviewing took place at a central location using trained interviewers, a structured questionnaire, a systematic approach to answering respondent inquiries, continuous supervision and the verification of 20% of each interviewer's work.

The staff survey was administered to a self-selected sample of 359 teachers, counselors, building-level administrators and classified staff. In order to maximize the comparability between community and staff responses, the survey instrument was read to staff respondents by an experienced interviewer, as if it were a telephone interview, during a single general meeting at each of the five high schools. Respondents then recorded their answers on a sheet which contained a space for each response, but none of the questions.

Instrument Design

The survey instrument to be used for both the community and staff surveys was designed by JDFR's principal consultant on the basis of questions proposed by the five high school principals. When it became apparent that the number of questions of interest to the principals exceeded the previously established

scope of the survey, a three-stage priority setting process was used to determine which queries would be included.

During the first stage of this process, the principals listed nine general categories of information which encompassed all of the questions they had originally proposed. With the assistance of their group facilitator and the JDFR consultant, they then discussed and came to consensus on a priority ranking of these categories as well as a decision concerning the categories which should definitely be included, definitely be excluded and be considered for inclusion on a space-available basis.

For the second stage, the consultant sorted the 100+ questions which had been proposed into the nine categories and presented the principals with three question sets: high priority, lower priority and no priority. The principals reviewed and discussed these sets, moved a few questions from one set to another and then agreed to include all of the high priority set and as many within the lower priority set as could be accommodated given the survey's parameters.

For the third stage, the consultant prepared an actual draft instrument containing all of the high priority questions and those lower priority questions which appeared to be reasonably consistent with the thrust of the high priority inquiries. The draft instrument's length still exceeded the predetermined scope of the survey, however, and it was therefore necessary to ask the principals to eliminate several questions.

Up to this point, the decision-making process had been fairly difficult - not only because of differing priorities, but also because of the generality of the questions under consideration. With an actual instrument, however, the relationship between questions and the overall flow of the questionning

became more apparent. Questions which "fit" and those which did not were fairly readily identified. As a result, the final selection task was accomplished with relative ease.

After a second draft containing all of the agreed-upon questions had been prepared, another meeting was held to discuss and fine-tune question wording. A third draft was then prepared and field-tested over the telephone by a small group of JDFR staff, principals and the group facilitator. Participation during this phase of the design task provided the principals and the facilitator with the experience necessary to be confident that the telephone interviewing process and their instrument would in fact "work" and be well-received.

The field test session itself involved an hour of training for the benefit of the principals and the facilitator, approximately 1½ hours of calling and another hour of review and discussion. In all, 19 field test questionnaires were completed. Responses were then considered on a question-by-question basis, and in a few instances wordings were further refined .

After the field test, the final version of the instrument was prepared. With the exception of the manner in which requests for demographic information were structured, the instruments used for the community and staff surveys were identical. The actual instrument used for the community survey and a discussion of the manner in which it was modified for use with staff can be found in Section VI of this report.

Sample Selection

The community survey was conducted using random digit dialing, a method which has the advantage of including households with unlisted, too new to be listed or inaccurately listed telephone numbers in the sample. This approach permits the findings to be generalized, within certain limits which are

discussed below, to all telephone-owning households in the geographical area sampled. (Current estimates are that between 96% and 98% of households nation-wide possess telephones.)

The first step in developing the sample to be used for this survey was to superimpose a map of the District boundaries on a map of local telephone prefix boundaries. Because the boundary lines on these maps were never congruent and only rarely totally contained (as would be the case in virtually any community), the principals decided to include all but one of the prefixes which had been assigned to any District household, even though this meant that some non-District residents would be interviewed. (The single prefix which was eliminated covers a sizeable area of which only a small - and largely industrialized fraction - is included in the District.) After the sample prefixes had been identified, a computer was used to generate four-digit numbers at random, randomly attach these numbers of the prefixes to be included and print them onto the call record sheets which were used by the interviewers.

Within households, the individual to be interviewed was selected via the "youngest male adult - youngest female adult" technique. This respondent selection procedure is relatively simple for interviewers to implement and has been demonstrated to achieve an age-sex distribution which consistently approximates population parameters. In implementing this technique, the interviewer merely concludes the introduction to the survey by asking to interview the youngest male adult who is at home. If there is no male adult in residence or available, the interviewer asks to interview the youngest female adult who is at home. This technique was utlized throughout the survey and appears to have achieved its purpose (see Extent to Which the Findings Can Be Generalized, below).

The sample for the staff survey was self-selected in all but one school,

which required its faculty (albeit not other staff) to attend the meeting at which the survey was administered. In addition, the remaining four schools used a variety of approaches to enticing, cajoling or encouraging staff to take part. As a result, participation rates ranged widely, from around a third in one school to virtually everyone who was not out ill in another. (The timing of the survey administration also played a role in this fluctuation; one school which scheduled it during finals week had a fairly low turnout, and the schools which scheduled it in the afternoon tended to have relatively fewer participants than the school which scheduled it in the morning.) The implications of this variability for interpretation of staff responses is discussed under Extent to Which the Findings Can Be Generalized, below.

Interviewer Training

All of the interviewers who administered the survey underwent ten hours of intensive training prior to conducting any actual interviews. This training, which took place on January 5, 6 and 7, included instruction in interviewing techniques, orientation to the mechanics of calling & recording and extensive practice with the survey instrument as well as with the systematic approach to answering respondents' inquiries. All ten hours of training were conducted by the principal consultant with the assistance of two interviewing supervisors. Potential interviewers who did not attend the training sessions for the full ten hours were excluded from the survey team.

Implementation

Interviews were conducted from Sacramento High School during the period of January 7 through January 23, with the exception of clean-up work which was conducted from JDFR's facilities on January 25th, 26th and 27th. In order to ensure that working people were adequately represented, all calls were placed between the hours of 5-9 p.m. Monday through Thursday, 10 a.m. - 6 p.m.

on Saturday and 2-9 p.m. on Sunday unless a potential respondent specifically requested a call-back at a different time.

Up to four attempts were made to reach an eligible respondent at each of the numbers in the sample. Call-backs to any given number were made on different days of the week and at different times of day in order to maximize the probability of finding an adult at home. The results of the calling for all numbers in the sample are portrayed in Figure 1 on page 34.

Throughout all of the calling, the principal consultant remained on-site to answer questions and deal with any problems as they arose. In addition, at least one interviewing supervisor was present at all times, monitoring calls and checking for proper techniques in order immediately to note and correct any inappropriate approaches.

As completed interviews were received, they were checked for accuracy within half an hour so any inaccuracies or unclear points could be discussed with the interviewer while the conversation was still remembered. Once a given interviewer had completed five interviews, one was selected at random for verification. A supervisor then called the respondent back, verified that the interview had been conducted, asked its duration (to check for overly long or short interviews), inquired about the respondent's impressions of the survey and of the interviewer and verified the responses to four randomly selected questions. This process detected a total of only five minor errors in over 15,000 responses and yielded what we consider to be an exceptional amount of positive feedback. This feedback, which was in response to the question, "What were your reactions to taking part in this survey?", is reproduced in its entirety in Appendix C.

The reaction to the staff survey was somewhat less positive. No structured effort was made to obtain feedback from staff, but JDFR's sense was that they

FIGURE 1
RESULTS OF CALLING

TOTAL NUMBERS DIALED ONE OR MORE TIMES			5,608
Less:			
Numbers Not Assigned or Not Working	2,427	= 2,817	
Business Numbers	390		
Equals:			
POTENTIALLY USABLE NUMBERS			2,791
Less:			
Numbers at Which There Was No Appropriate Contact At Up to Four Attempts			
No Answer, Busy Signal, Answering Machine	438		
No Adult at Home	11	= 532	
Communication Barrier (Foreign Language; Hearing Impaired)	83		
Equals:			
NUMBERS AT WHICH APPROPRIATE CONTACT WAS MADE			2,259
Less:			
Refused Interview or Said Not in District	1,086	= 1,107	
Terminated Interview in Progress	21		
Equals:			
COMPLETED INTERVIEWS			1,152
Less:			
Interviews with Persons Under 18	18		
Equals:			
USABLE INTERVIEWS			1,134

did not react as enthusiastically. Our speculation is that this lack of enthusiasm resulted from the fact that although the structure of the staff survey paralleled and therefore rendered it comparable to the community survey, the atmosphere during the staff survey was markedly different from the atmosphere during most telephone interviews. For despite the numerous limitations which were placed on what interviewers were permitted to say to respondents during an interview, the fact remains that they were able to carry on at least the semblance of a conversation. In contrast, staff rarely asked questions and made no attempt to converse with the interviewer or the consultant. The result was an atmosphere which was even more constrained than the typical telephone interview, itself a fairly artificial form of dialogue until the questionning is complete.

As noted previously, staff were "interviewed" during group meetings at each school. Inquiries were never overtly discouraged and, when made, were answered using the systematic approach developed for community respondents. However, at only two schools did a single question arise. This absence of dialogue resulted not only in the rather strained atmosphere described above, but also in considerably less variability among staff responses. We have concluded from this experience that although this attempt at maximum comparability in fact achieved its goal better than any other technique we might have utilized, it did so at the expense of rapport with the staff and the generation of more creative or individualistic responses.

Data Processing

After all of the surveys had been completed, a four-person team was assembled to translate any non-numerical responses (e.g., the answers to the surveys' open-ended question) into numerical codes for purposes of data processing. In order to minimize errors and ensure consistency, the coders worked in pairs, reading and discussing all items to be coded. Any questions which arose were considered and resolved by the entire team, with input from the principal

consultant. Finally, a continuous record of the types of content subsumed under each code was devloped and periodically checked so that the uniformity and integrity of the coding process would be maintained throughout.

Once all responses had been coded, the data were keypunched, verified and then checked by computer for invalid punches. Records which contained invalid data were checked against the code sheets and the original survey instruments before being corrected. Tabulations were then run on the CYBERNET timesharing system at the local offices of Control Data Corporation.

Extent to Which the Findings Can Be Generalized

Because the community survey was conducted via random digit dialing, it is possible to generalize the results to all telephone households in sampled prefixes within the limits imposed by the total sample size (n=1,134). These limits are that we can be 95% confident that a given response is within ±3% of the response we would have obtained had we interviewed someone in every household (i.e., the total survey population) rather than in a sample of households. For example:

> If 45% of respondents said they favored "X" and 55% said they opposed "X," we can be 95% confident (or the odds are 19 to 1) that the response would have been somewhere between 42% and 48% in favor and 53% and 58% opposed had we interviewed in every household.

These limitations apply to responses which are fairly close together - i.e., in the vicinity of a 50/50 split. More divergent responses are subject to less probable variability from the population values. Thus if the response were 90% in favor and 10% opposed, for example, we could be 95% confident that the response from all households would be within ± only 1.8% of these figures.

Another indicator of the extent to which we can be confident in the results of a community survey is the degree of congruence between the characteristics of the sample and the demography of the population from which it was selected. Section III described the characteristics of the sample for this survey and, where 1980 Census data were available, compared the sample to the population. This comparison indicates that with the possible exception of certain age and ethnics groups, the sample characteristics closely approximate population demographics. Moreover, almost all of the differences were relatively small and could therefore not be said unduly to affect the representativeness of the sample.

Because the sample for the staff survey was self-selected, at varying rates and via varying inducements, it is not possible to discuss the representativeness of staff respondents from a statistical point of view. However, personnel data supplied by the District office suggest that approximately 65% of the certificated staff of the high schools took part, which is a fairly high response rate. (The response rate for classified staff, on the other hand, was quite low, in large part because they were not included in all schools.) Further, the principals have indicated that those who did participate represent a good cross-section of their faculties. Accordingly, although the staff survey results cannot be construed as having been derived from a "representative sample," it does not appear inappropriate to interpret them, with caution, as quite possibly representing faculty perspectives and perhaps also representing the views of counselors and administrators.

VI. SURVEY INSTRUMENTS

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

COMMUNITY SURVEY

Hello, I'm _____ from J.D. Franz Research, a local public opinion research firm. We are doing a survey of adults in and around the city of Sacramento to measure public opinion about some issues of importance in this area.

I would like to interview the youngest male adult 18 or over who is at home now.

IF NO MALE ADULT OR MALE ADULT NOT AVAILABLE, SAY:

Then I would like to interview the youngest female adult 18 or over who is at home now.

WHEN YOU HAVE ELIGIBLE ADULT, START INTERVIEW.

Time Started: _____

As you may know, one of the public school districts serving students in the city and county of Sacramento is the Sacramento City Unified School District. There are five high schools in this district: C.K. McClatchy, Hiram Johnson, John F. Kennedy, Luther Burbank and Sacramento High.

I would like to ask you a few questions about these high schools and get your impressions of the ways they serve the community's students.

1. First, how important do you personally feel it is for a student to graduate with a high school diploma as opposed to passing a test which shows that the student has achieved a minimum knowledge of high school subjects ... Do you feel a diploma is very important, somewhat important, or not important?

Very important 1
Somewhat important 2
Not important 3
Don't know/no opinion 9
No response 0

(1) ____

2. In order to graduate from a Sacramento City high school, a student must take certain required courses and certain courses of the student's choice, which are also called elective courses. How do you feel about required versus elective courses ... Do you feel that (READ CATEGORIES)

All courses should be required 1
Most courses should be required 2
There should be an even mix of required and elective courses 3
Most courses should be elective 4
All courses should be elective 5
DO NOT READ [Don't know/no opinion 9
No response 0

(2) ____

3 & 4

3. I am going to read you a list of general subject areas which are taught in high schools ... As I read each one, please tell me whether you believe students should be required to take a course or courses in that subject in order to graduate ... Here is the first one ... START WITH STATEMENT CHECKED. ASK FOR EACH UNTIL RESPONSE OPTIONS ARE CLEAR: Do you feel students should be required to take a course or courses in _____ in order to graduate?

---

4. As you may know, the high school program in the Sacramento City Unified School District covers a total of four years, or grades 9 through 12. Thinking about the subjects you feel students should be required to take in order to graduate, would you please tell me how many years of each subject you feel should be required ... REPEAT SUBJECTS MARKED REQUIRED (CODE 1) IN THE SAME ORDER AS QUESTION 3. ASK FOR EACH: How many years of _____ do you feel should be required?

		Req'd.	Not Req'd.	Dt.Know No Opin.	No Resp.	
☐	a. English	1	2	9	0	(a)
☐	b. Mathematics	1	2	9	0	(b)
☐	c. History and Government	1	2	9	0	(c)
☐	d. Other Social Studies, such as Sociology, Psychology and Economics	1	2	9	0	(d)
☐	e. Science	1	2	9	0	(e)
☐	f. Arts and Music	1	2	9	0	(f)
☐	g. Physical Education	1	2	9	0	(g)
☐	h. Career Education and Job Training	1	2	9	0	(h)
☐	i. Family Life and Sex Education	1	2	9	0	(i)

As you may know, the present Sacramento City graduation requirement in English and mathematics includes passing a test which shows that the student has a minimum understanding of these subjects and passing certain courses ... I would like to ask you two questions about the course requirements in English and math ...

5. The graduation requirement in English includes a required, one-year course in grammar, writing and literature, plus two years of elective courses, which can be in any area of English. How do you feel about this requirement ... Do you feel that (READ CATEGORIES)

More of the requirement should be elective 1
More of the requirement should be in grammar, writing and literature 2
The present requirement is about right 3
DO NOT READ { Don't know/no opinion 9
No response 0

(5)

6. The graduation requirement in mathematics includes a one-year course in any area of math, with no additional courses required. How do you feel about this ... Do you feel that (READ CATEGORIES)

The math courses students are required to take should be specified 1
The math courses students are required to take should be a combination of specified courses and courses in any area of math 2
The math courses students are required to take should be in any area of math, as in the present requirement 3
DO NOT READ { Don't know/no opinion 9
No response 0

(6)

7. If a student has not mastered eighth grade English and mathematics, do you feel that the student should be held back at the junior high school level or allowed to go on to high school?

Held back 1
Allowed to go on 2
Qualified: _____ .3
Don't know/no opinion 9
No response 0

(7)

8. If a student fails a required high school course, do you feel that the student should be required to repeat the course, or should the student be allowed to go on to the next higher level in that subject?

Required to repeat 1
Allowed to go on 2
Qualified: _____ .3
Don't know/no opinion 9
No response 0

(8)

9. Do you feel that students should receive a failing grade if they do not attend class for some minimum number of hours, or do you feel they should be graded solely on the amount they have learned regardless of whether or not they attend class?

Failed for non-attendance 1
Graded for learning only 2
Qualified: _____ .3
Don't know/no opinion 9
No response 0

(9)

10. Do you feel the public high school students in the Sacramento City high schools should be allowed to attend the City high school of their choice, or should they be assigned to a particular school?

Choice 1
Assigned 2
Qualified: _____ .3
Don't know/no opinion 9
No response 0

(10)

11. If the school district decided to assign high school students to a particular school, what do you feel should be its primary reason for doing so? ... Should it be to (READ CATEGORIES)

Make sure no school has too many students 1
Make sure no school is racially or ethnically out of balance ...2
Make sure all students live within a reasonable distance of school 3
Qualified: _____ .4
DO NOT READ { Don't know/no opinion 9
No response 0

(11)

12. As you may know, the Sacramento City high schools offer students the option of participating in athletic and activity programs, such as football and school plays, outside of regular school hours. At present, students can participate in these programs free of charge. Would you favor or oppose charging students fees to take part in athletics and student activities?

Favor 1
Oppose 2
Qualified: 47 .3
Don't know/no opinion 9
No response 0

13. What do you think are the biggest problems with which the Sacramento City high schools must deal?

_____

_____

_____

USE THE SPACE BELOW TO MAKE ANY NECESSARY NOTES AND RECORD COMMENTS

14. Do you, personally, have any children who are presently attending a school in the Sacramento City Unified School District?

Yes .....1 ASK 15
No .....2 SKIP TO 18
Don't know .....9 ASK 16
No response .....0 SKIP TO 18

IF YES, ASK:

15. Which school or schools do your children attend?

_____

_____

_____

IF DON'T KNOW, ASK:

16. Do you have any children who are presently attending any public school in the Sacramento area?

Yes .....1 ASK 17
No .....2 SKIP TO 18
No response .....0 SKIP TO 18

IF YES, ASK:

17. What school or schools do your children attend?

_____

_____

CODERS: District parent .....1 Area parent .....2 Non-parent 3

In order to be able to classify your responses along with others, I need to ask a few questions about you ...

18. What is your age? (IF RESPONDENT HESITANT TO ANSWER, SAY: Well, could you just give me a general idea?) ☐ (18)

19. What was the last grade in school that you completed?

8th grade or less	1	SKIP TO 22
9th to 11th grade	2	SKIP TO 22
12th grade; finished high school	3	ASK 20
High school graduate	4	SKIP TO 22
1-2 years of business or technical school	5	SKIP TO 22
1-2 years of college	6	SKIP TO 22
3 years of college	7	SKIP TO 22
4 years of college	8	ASK 21
College or advanced degree	9	SKIP TO 22
Refused	0	SKIP TO 22

IF 12TH GRADE, ASK:

20. Did you receive a high school diploma?
Yes 4
No 3

IF 4 YEARS COLLEGE, ASK:

21. Did you receive a Bachelor's degree?
Yes 9
No 8

(19-21)

22. We would also like to know your racial or ethnic background ... Are you Caucasian, Black, Oriental, American Indian or some other race?

Caucasian/White	1	ASK 23
Black	2	SKIP TO 25
Oriental	3	SKIP TO 25
American Indian	4	SKIP TO 25
Other: _____	5	ASK 23
Refused	0	SKIP TO 25

IF CAUCASIAN/WHITE OR SOME OTHER, ASK:

23. Do you happen to be of Mexican descent?
Yes .....6 SKIP TO 25
No .....7 ASK 24
Refused .....0 SKIP TO 25

IF NO, ASK:

24. Are you of other Hispanic or Spanish descent?
Yes 7
No 9
Refused 0

(22-24)

25. RECORD SEX OF RESPONDENT:
Female 1
Male 2

(25)

CODERS: RECORD TELEPHONE PREFIX (Prefix)
RECORD LAST TWO DIGITS OF ZIP CODE (Zip)

26. Now just in case my supervisor needs to verify that this interview was conducted, could you please tell me if I have dialed (READ NUMBER AND RECORD)

_____ _____

Prefix Number

27. And what is your zip code?

_____

Zip Code

28. And what is your name?

_____

Name

THANK RESPONDENT FOR HIS/HER COOPERATION.

Time Ended: _____

Elapsed Time: _____

Interviewer Name: _____

Date: _____

Day of Week: _____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Staff Survey

Questions 1 through 14 from the community survey were read to staff from a survey master exactly as they had been read over the telephone, with the exception of the fact that staff were also given the code numbers to record on their answer sheets and instructed where to write down the answer to Question 13.

For Questions 15 ff., the survey master was hand-edited as follows:

Questions 15, 16 and 17 were deleted

Question 18 was read verbatim

Question 19 was edited to include "but did not graduate from high school" after "12th grade; finished high school" and, "but no degree" after "4 years college"

Questions 20 and 21 were deleted

Question 22 was re-written to read:

We would also like to know your racial or ethnic background. Are you ...

Caucasian/White, but not of Mexican or other Hispanic descent
Black
Oriental/Asian
American Indian
Of Mexican Descent
Of other Hispanic descent
Other - please write this in the space marked Question 17 - Other (FOINT TO LOCATION)

Questions 23 and 24 were deleted

Question 25 was read as: If you are female, code 1. If you are male, code 2.

Page 7 was omitted and the page which follows this was subsituted in its stead.

NEW LAST PAGE FOR STAFF SURVEY

19. Finally, we would like to know what your primary position is here at this school ...

Teacher .....Code 1
Counselor.....Code 2
Administrator.....Code 3
Classified Staff .....Code 4

20. If you are a teacher, please write the main subject you teach in the space below marked "Teaching Field, If Applicable." (POINT TO SPACE)

THANK RESPONDENTS FOR THEIR COOPERATION.

COMMUNITY AND STAFF SURVEYS
CONDUCTED FOR THE
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

APPENDICES

TM 830 571 (copy)

J.D. FRANZ RESEARCH
APRIL, 1982

APPENDIX A

INTRODUCTION

This appendix presents detailed tables of all responses to both the community and staff surveys. The tables are arranged in the same order as the questions in the survey instruments and are headed with paraphrases of the questions' wording. *Tables designated by an "A" following the table number represent community survey responses; tables designated by a "B" represent staff survey responses.* To facilitate comparisons between the two sets of tables, the staff responses to each question have been printed on the page facing the community responses.

The reader will note that there is considerably more variability in the community response on any given item than there is in the staff response. As discussed in the Survey Methods section of the Summary Report, this phenomenon is probably due to the fact that community respondents were more prone to insist on an individualized response being recorded than were staff. Even though these variations have no statistical significance and, we suspect, little if any practical significance, we have chosen to preserve them rather than merely subsuming them under an "other response" category. To us, they reflect an interest in the survey and a concern with being accurately represented which is worth noting.

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2. What Is the Appropriate Mix of Required and Elective Courses?	A-3&4
3. Should English Be Required for Graduation?	A-5&6
4. Should Mathematics Be Required for Graduation?	A-7&8
5. Should History and Government Be Required for Graduation?	A-9&10
6. Should Other Social Studies Such As Sociology, Psychology and Economics Be Required for Graduation?	A-11&12
7. Should Science Be Required for Graduation?	A-13&14
8. Should Arts and Music Be Required for Graduation?	A-15&16
9. Should Physical Education Be Required for Graduation?	A-17&18
10. Should Career Education and Job Training Be Required for Graduation?	A-19&20
11. Should Family Life and Sex Education Be Required for Graduation?	A-21&22
12. How Many Years of English Should Be Required?	A-23&24
13. How Many Years of Mathematics Should Be Required?	A-25&26
14. How Many Years of History and Government Should Be Required?	A-27&28
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16. How Many Years of Science Should Be Required?	A-31&32

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23.	Should a Student Be Held Back at the Junior High School Level or Allowed to Go On to High School If He/She Has Not Mastered Eighth Grade English and Mathematics?	A-45&46
24.	Should a Student Who Fails a Required High School Course Be Required to Repeat the Course or Allowed to Go On to the Next Higher Level in That Subject?	A-47&48
25.	Should a Student Be Failed for Not Attending Class for Some Minimum Number of Hours or Should the Student Be Graded for Learning Only?	A-49&50
26.	Should Students Be Allowed to Attend the High School of Their Choice or Should They Be Assigned to a Particular School?	A-51&52
27.	What Should Be the Primary Reason for Assigning Students to Schools?	A-53&54
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32.	Age of Respondents	A-65&66
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35.	Primary Positions of Staff Respondents	A-71
36.	Teaching Fields of Responding Teachers	A-72

TABLE 1-A

HOW IMPORTANT IS IT TO GRADUATE WITH A HIGH SCHOOL DIPLOMA?

RESPONSE	FREQUENCY	PERCENT
Very Important	849	74.9
Somewhat Important	177	15.6
Not Important	71	6.3
Other Answer	17	1.5
No Answer	13	1.1
No Opinion	7	.6

TABLE 1-B

HOW IMPORTANT IS IT TO GRADUATE WITH A HIGH SCHOOL DIPLOMA?

RESPONSE	FREQUENCY	PERCENT
Very Important	271	75.5
Somewhat Important	69	19.2
Not Important	15	4.2
No Answer	3	.8
No Opinion	1	.3

TABLE 2-A

WHAT IS THE APPROPRIATE MIX OF
REQUIRED AND ELECTIVE COURSES?

RESPONSE	FREQUENCY	PERCENT
All Courses Should be Required	80	7.1
Most Courses Should be Required	418	36.9
There Should be an Even Mix	496	43.7
Most Courses Should be Elective	61	5.4
All Courses Should be Elective	45	4.0
Other Answer	14	1.2
No Answer	9	.8
No Opinion	11	1.0

TABLE 2-B

WHAT IS THE APPROPRIATE MIX OF
REQUIRED AND ELECTIVE COURSES?

RESPONSE	FREQUENCY	PERCENT
All Courses Should be Required	6	1.7
Most Courses Should be Required	175	48.7
There Should be an Even Mix	168	46.8
Most Courses Should be Elective	7	1.9
All Courses Should be Elective	1	.3
No Answer	2	.6

TABLE 3-A

SHOULD ENGLISH BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	1,117	98.5
No	15	1.3
It Depends on the Individual	1	.1
No Opinion	1	.1

TABLE 3-B

SHOULD ENGLISH BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	354	98.6
No	3	.8
No Opinion	1	.3

TABLE 4-A

SHOULD MATHEMATICS BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	1,120	98.8
No	12	1.1
It Depends on the Individual	1	.1
No Opinion	1	.1

TABLE 4-B

SHOULD MATHEMATICS BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	355	98.9
No	2	.6
No Opinion	1	.3

TABLE 5-A

SHOULD HISTORY AND GOVERNMENT BE REQUIRED
FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	1,008	88.9
No	89	7.8
Only History Should be Required	7	.6
Only Government Should be Required	19	1.7
It Depends on the Individual	1	.1
Other Answer	1	.1
No Opinion	9	.8

TABLE 5-B

SHOULD HISTORY AND GOVERNMENT BE REQUIRED
FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	344	95.8
No	14	3.9
No Answer	1	.3

TABLE 6-A

SHOULD OTHER SOCIAL STUDIES SUCH AS SOCIOLOGY,
PSYCHOLOGY AND ECONOMICS
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	670	59.1
No	379	33.4
Only Sociology Should be Required	6	.5
Only Psychology Should be Required	5	.4
Only Economics Should be Required	49	4.3
It Depends on the Individual	4	.4
Other Answer	3	.3
No Answer	4	.4
No Opinion	14	1.2

TABLE 6-B

SHOULD OTHER SOCIAL STUDIES SUCH AS SOCIOLOGY,
PSYCHOLOGY AND ECONOMICS
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	204	56.8
No	149	41.5
Only Sociology Should Be Required	1	.3
Only Economics Should be Required	1	.3
No Answer	1	.3
No Opinion	3	.8

TABLE 7-A

SHOULD SCIENCE BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	893	78.7
No	211	18.6
It Depends on the Individual	5	.4
No Answer	8	.7
No Opinion	17	1.5

TABLE 7-B

SHOULD SCIENCE BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	325	90.5
No	32	8.9
No Answer	1	.3
No Opinion	1	.3

TABLE 8-A

SHOULD ARTS AND MUSIC BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	398	35.1
No	716	63.1
Only Arts Should be Required	2	.2
It Depends on the Individual	3	.3
Other Answer	1	.1
No Answer	4	.4
No Opinion	10	.9

TABLE 8-B

SHOULD ARTS AND MUSIC BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	151	42.1
No	205	57.1
No Answer	2	.6
No Opinion	1	.3

TABLE 9-A

SHOULD PHYSICAL EDUCATION BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	802	70.7
No	321	28.3
It Depends on the Individual	2	.2
No Answer	2	.2
No Opinion	7	.6

TABLE 9-B

SHOULD PHYSICAL EDUCATION BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	189	52.6
No	168	46.8
No Answer	2	.6

TABLE 10-A

SHOULD CAREER EDUCATION AND JOB TRAINING
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	861	75.9
No	248	21.9
Only Career Education Should be Required	2	.2
Only Job Training Should be Required	2	.2
It Depends on the Individual	2	.2
Other Answer	1	.1
No Answer	2	.2
No Opinion	16	1.4

TABLE 10-B

SHOULD CAREER EDUCATION AND JOB TRAINING
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	190	52.9
No	166	46.2
No Answer	2	.6
No Opinion	1	.3

TABLE 11-A

SHOULD FAMILY LIFE AND SEX EDUCATION
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	723	63.8
No	370	32.6
Only Family Life Education Should be Required	6	.5
Only Sex Education Should be Required	1	.1
It Depends on the Individual	1	.1
Other Answer	1	.1
No Answer	4	.4
No Opinion	28	2.5

TABLE 11-B

SHOULD FAMILY LIFE AND SEX EDUCATION
BE REQUIRED FOR GRADUATION?

RESPONSE	FREQUENCY	PERCENT
Yes	198	55.2
No	154	42.9
No Answer	1	.3
No Opinion	6	1.7

TABLE 12-A

HOW MANY YEARS OF ENGLISH SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	3	.3	.3
1 - 2 Years	3	.3	.3
2 - 3 Years	7	.6	.6
3 - 4 Years	13	1.1	1.2
1 Year	39	3.4	3.5
2 Years	161	14.2	14.4
3 Years	211	18.6	18.9
4 Years	653	57.6	58.4
It Depends on the Individual	6	.5	.5
Other Answer	10	.9	.9
No Answer	3	.3	.3
No Opinion	9	.8	.8
Not Applicable	16	1.4	--

TABLE 12-B

HOW MANY YEARS OF ENGLISH SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
3 - 4 Years	1	.3	.3
1 Year	2	.6	.6
2 Years	36	10.0	10.2
3 Years	103	28.7	29.1
4 Years	212	59.1	59.0
Not Applicable	5	1.4	--

TABLE 13-A

HOW MANY YEARS OF MATHEMATICS SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	1	.1	.1
1 - 2 Years	6	.5	.5
2 - 3 Years	10	.9	.9
3 - 4 Years	10	.9	.9
1 Year	54	4.8	4.8
2 Years	253	22.3	22.6
3 Years	240	21.2	21.4
4 Years	519	45.8	46.3
It Depends on the Individual	7	.6	.6
Other Answer	11	1.0	1.0
No Answer	3	.3	.3
No Opinion	7	.6	.6
Not Applicable	13	1.1	--

TABLE 13-B

HOW MANY YEARS OF MATHEMATICS SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
1 Year	28	7.8	7.9
2 Years	150	41.8	42.3
3 Years	104	29.0	29.3
4 Years	73	20.2	20.6
Not Applicable	4	1.1	--

TABLE 14-A

HOW MANY YEARS OF HISTORY AND GOVERNMENT SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	8	.7	.8
1 - 2 Years	12	1.1	1.2
2 - 3 Years	9	.8	.9
3 - 4 Years	5	.4	.5
1 Year Each	2	.2	.2
2 Years Each	2	.2	.2
1 Year	166	14.6	16.1
2 Years	399	35.2	38.7
3 Years	166	14.6	16.1
4 Years	230	20.3	22.3
It Depends on the Individual	7	.6	.7
Other Answer	10	.9	1.0
No Answer	4	.4	.4
No Opinion	12	1.1	1.2
Not Applicable	102	9.0	--

TABLE 14-B

HOW MANY YEARS OF HISTORY AND GOVERNMENT
SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
1 - 2 Years	3	.8	.9
1 Year	62	17.3	18.0
2 Years	178	49.6	51.7
3 Years	75	20.9	21.8
4 Years	24	6.7	7.0
No Answer	2	.6	.6
Not Applicable	15	4.2	--

TABLE 15-A

HOW MANY YEARS OF OTHER SOCIAL STUDIES - SUCH AS SOCIOLOGY, PSYCHOLOGY AND ECONOMICS - SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	12	1.1	1.6
1 - 2 Years	12	1.1	1.6
2 - 3 Years	8	.7	1.1
3 - 4 Years	1	.1	.1
1 Year Each	13	1.1	1.8
2 Years Each	1	.1	.1
1 Year	220	19.4	30.1
2 Years	264	23.3	36.2
3 Years	71	6.3	9.7
4 Years	99	8.7	13.6
It Depends on the Individual	9	.8	1.2
Other Answer	10	.9	1.4
No Answer	2	.2	.3
No Opinion	8	.7	1.1
Not Applicable	404	35.6	--

TABLE 15-B

HOW MANY YEARS OF OTHER SOCIAL STUDIES - SUCH AS SOCIOLOGY, PSYCHOLOGY AND ECONOMICS - SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	8	2.2	4.0
1 Year	124	34.5	62.0
2 Years	57	15.9	28.5
3 Years	7	1.9	3.5
4 Years	2	.6	1.0
No Answer	2	.6	1.0
Not Applicable	159	44.3	--

TABLE 16-A

HOW MANY YEARS OF SCIENCE SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	8	.7	.9
1 - 2 Years	7	.6	.8
2 - 3 Years	7	.6	.8
3 - 4 Years	1	.1	.1
1 Year	205	18.1	22.9
2 Years	349	30.8	39.0
3 Years	125	11.0	14.0
4 Years	170	15.0	19.0
It Depends on the Individual	8	.7	.9
Other Answer	6	.5	.7
No Answer	2	.2	.2
No Opinion	6	.5	.7
Not Applicable	240	21.2	--

TABLE 16-B

HOW MANY YEARS OF SCIENCE SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	2	.6	.6
3 - 4 Years	1	.3	.3
1 Year	90	25.1	27.7
2 Years	161	44.8	49.5
3 Years	49	13.6	15.1
4 Years	21	5.8	6.5
No Answer	1	.3	.3
Not Applicable	34	9.5	--

TABLE 17-A

HOW MANY YEARS OF ARTS AND MUSIC SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	11	1.0	2.7
1 - 2 Years	5	.4	1.2
2 - 3 Years	1	.1	.2
1 Year Each	2	.2	.5
1 Year	172	15.2	42.7
2 Years	115	10.1	28.5
3 Years	25	2.2	6.2
4 Years	55	4.9	13.6
It Depends on the Individual	4	.4	1.0
Other Answer	5	.4	1.2
No Answer	2	.2	.5
No Opinion	6	.5	1.5
Not Applicable	731	64.5	--

TABLE 17-B

HOW MANY YEARS OF ARTS AND MUSIC SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	7	1.9	4.7
1 Year	82	22.8	54.7
2 Years	41	11.4	27.3
3 Years	8	2.2	5.3
4 Years	8	2.2	5.3
No Answer	4	1.1	2.7
Not Applicable	209	58.2	--

TABLE 18-A

HOW MANY YEARS OF PHYSICAL EDUCATION SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	3	.3	.4
1 - 2 Years	5	.4	.6
2 - 3 Years	4	.4	.5
3 - 4 Years	1	.1	.1
1 Year	57	5.0	7.1
2 Years	149	13.1	18.6
3 Years	99	8.7	12.3
4 Years	462	40.7	57.5
It Depends on the Individual	4	.4	.5
Other Answer	6	.5	.7
No Answer	3	.3	.4
No Opinion	10	.9	1.2
Not Applicable	331	29.2	--

TABLE 18-B

HOW MANY YEARS OF PHYSICAL EDUCATION SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	1	.3	.5
1 Year	17	4.7	9.0
2 Years	73	20.3	38.6
3 Years	37	10.3	19.6
4 Years	60	16.7	31.7
No Answer	1	.3	.5
Not Applicable	170	47.4	--

TABLE 19-A

HOW MANY YEARS OF CAREER EDUCATION AND JOB TRAINING SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	17	1.5	2.0
1 - 2 Years	10	.9	1.2
2 - 3 Years	5	.4	.6
3 - 4 Years	1	.1	.1
1 Year	249	22.0	28.8
2 Years	258	22.8	29.8
3 Years	85	7.5	9.8
4 Years	214	18.9	24.7
It Depends on the Individual	9	.8	1.0
Other Answer	7	.6	.8
No Answer	3	.3	.3
No Opinion	8	.7	.9
Not Applicable	268	23.6	--

TABLE 19-B

HOW MANY YEARS OF CAREER EDUCATION AND JOB TRAINING SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	12	3.3	6.3
1 Year	86	24.0	45.3
2 Years	48	13.4	25.3
3 Years	17	4.7	8.9
4 Years	20	5.6	10.5
No Answer	7	1.9	3.7
Not Applicable	169	47.1	--

TABLE 20-A

HOW MANY YEARS OF FAMILY LIFE AND SEX EDUCATION SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	35	3.1	4.8
1 - 2 Years	4	.4	.5
2 - 3 Years	3	.3	.4
3 - 4 Years	1	.1	.1
1 Year Each	1	.1	.1
1 Year	376	33.2	51.4
2 Years	173	15.3	23.6
3 Years	31	2.7	4.2
4 Years	80	7.1	10.9
It Depends on the Individual	5	..4	.7
Other Answer	10	.9	1.4
No Answer	5	.4	.7
No Opinion	8	.7	1.1
Not Applicable	402	35.4	--

TABLE 20-B

HOW MANY YEARS OF FAMILY LIFE AND SEX EDUCATION SHOULD BE REQUIRED?

RESPONSE	FREQUENCY	PERCENT OF ALL RESPONDENTS	PERCENT OF RESPONDENTS SAYING SUBJECT SHOULD BE REQUIRED
Less Than 1 Year	20	5.6	10.1
1 Year	136	37.9	68.7
2 Years	26	7.2	13.1
3 Years	5	1.4	2.5
4 Years	7	1.9	3.5
No Answer	4	1.1	2.0
Not Applicable	161	44.8	--

TABLE 21-A

SHOULD THE ENGLISH REQUIREMENT BE
MORE OR LESS STRUCTURED?

RESPONSE	FREQUENCY	PERCENT
More of the Courses Should be Elective	41	3.6
More of the Courses Should be in Grammar, Writing and Literature	617	54.4
The Present Requirement is About Right	443	39.1
Other Answer	3	.3
No Answer	13	1.1
No Opinion	17	1.5

TABLE 21-B

SHOULD THE ENGLISH REQUIREMENT BE
MORE OR LESS STRUCTURED?

RESPONSE	FREQUENCY	PERCENT
More of the Courses Should be Elective	13	3.6
More of the Courses Should be in Grammar, Writing and Literature	260	72.4
The Present Requirement is About Right	79	22.0
No Answer	3	.8
No Opinion	4	1.1

TABLE 22-A

HOW SHOULD THE MATHEMATICS REQUIREMENT BE STRUCTURED?

RESPONSE	FREQUENCY	PERCENT
The Required Mathematics Courses Should be Specified	274	24.2
The Mathematics Requirement Should Combine Specified Courses and Courses in Any Area of Math	537	47.4
The Required Mathematics Courses Should be in Any Area of Math	280	24.7
Other Answer	4	.4
No Answer	21	1.9
No Opinion	18	1.6

TABLE 22-B

HOW SHOULD THE MATHEMATICS REQUIREMENT BE STRUCTURED?

RESPONSE	FREQUENCY	PERCENT
The Required Mathematics Courses Should be Specified	76	21.2
The Mathematics Requirement Should Combine Specified Courses and Courses in Any Area of Math	209	58.2
The Required Mathematics Courses Should be in Any Area of Math	72	20.1
No Answer	2	.6

TABLE 23-A

SHOULD A STUDENT BE HELD BACK AT THE JUNIOR HIGH SCHOOL LEVEL
OR ALLOWED TO GO ON TO HIGH SCHOOL
IF HE/SHE HAS NOT MASTERED EIGHTH GRADE ENGLISH AND MATHEMATICS?

RESPONSE	FREQUENCY	PERCENT
Held Back	753	66.4
Allowed to Go On	187	16.5
Held Back, But Given Remedial Help	10	.9
Allowed to Go On, But Given Remedial Help	105	9.3
Held Back - Other Qualifications	6	.5
Allowed to Go On - Other Qualifications	12	1.1
It Depends on the Individual	17	1.5
Other Answer	10	.9
No Answer	20	1.8
No Opinion	14	1.2

TABLE 23-B

SHOULD A STUDENT BE HELD BACK AT THE JUNIOR HIGH SCHOOL LEVEL
OR ALLOWED TO GO ON TO HIGH SCHOOL
IF HE/SHE HAS NOT MASTERED EIGHTH GRADE ENGLISH AND MATHEMATICS?

RESPONSE	FREQUENCY	PERCENT
Held Back	285	79.4
Allowed to Go On	60	16.7
No Answer	5	1.4
No Opinion	9	2.5

TABLE 24-A

SHOULD A STUDENT WHO FAILS A REQUIRED HIGH SCHOOL COURSE
BE REQUIRED TO REPEAT THE COURSE OR
ALLOWED TO GO ON TO THE NEXT HIGHER LEVEL IN THAT SUBJECT?

RESPONSE	FREQUENCY	PERCENT
Required to Repeat	1,025	90.4
Allowed To Go On	36	3.2
Repeat or Take an Alternative	9	.8
Allowed to Go On, But With Remedial Help	6	.5
It Depends on the Course	16	1.4
Other Answer	28	2.5
No Answer	8	.7
No Opinion	6	.5

TABLE 24-B

SHOULD A STUDENT WHO FAILS A REQUIRED HIGH SCHOOL COURSE
BE REQUIRED TO REPEAT THE COURSE OR
ALLOWED TO GO ON TO THE NEXT HIGHER LEVEL IN THAT SUBJECT?

RESPONSE	FREQUENCY	PERCENT
Required to Repeat	348	96.9
Allowed To Go On	8	2.2
No Answer	2	.6
No Opinion	1	.3

TABLE 25-A

SHOULD A STUDENT BE FAILED FOR NOT
ATTENDING CLASS FOR SOME MINIMUM NUMBER OF HOURS
OR SHOULD THE STUDENT BE GRADED FOR LEARNING ONLY?

RESPONSE	FREQUENCY	PERCENT
Failed for Non-Attendance	542	47.8
Graded for Learning Only	489	43.1
Various Qualified Responses	39	3.4
Other Answer	4	.4
No Answer	25	2.2
No Opinion	35	3.1

TABLE 25-B

SHOULD A STUDENT BE FAILED FOR NOT
ATTENDING CLASS FOR SOME MINIMUM NUMBER OF HOURS
OR SHOULD THE STUDENT BE GRADED FOR LEARNING ONLY?

RESPONSE	FREQUENCY	PERCENT
Failed for Non-Attendance	297	82.7
Graded for Learning Only	50	13.9
Various Qualified Responses	1	.3
No Answer	7	1.9
No Opinion	3	.8

TABLE 26-A

SHOULD STUDENTS BE ALLOWED TO
ATTEND THE HIGH SCHOOL OF THEIR CHOICE OR
SHOULD THEY BE ASSIGNED TO A PARTICULAR SCHOOL?

RESPONSE	FREQUENCY	PERCENT
Attend School of Choice	570	50.3
Assigned to a School	441	38.9
Assigned, But in Own Area	26	2.3
Assigned, But With Some Choice	20	1.8
Other Answer	9	.8
No Answer	17	1.5
No Opinion	51	4.5

TABLE 26-B

SHOULD STUDENTS BE ALLOWED TO
ATTEND THE HIGH SCHOOL OF THEIR CHOICE OR
SHOULD THEY BE ASSIGNED TO A PARTICULAR SCHOOL?

RESPONSE	FREQUENCY	PERCENT
Attend School of Choice	115	32.0
Assigned to a School	230	64.1
Assigned, But With Some Choice	1	.3
No Answer	6	1.7
No Opinion	7	1.9

TABLE 27-A

WHAT SHOULD BE THE PRIMARY REASON
FOR ASSIGNING STUDENTS TO SCHOOLS?

RESPONSE	FREQUENCY	PERCENT
To Prevent Overcrowding	219	19.3
To Prevent Ethnic Imbalance	125	11.0
To Ensure That Students Live Within a Reasonable Distance of School	625	55.1
To Prevent Overcrowding and Ensure That Students Live Within a Reasonable Distance	36	3.2
To Prevent Overcrowding and Ethnic Imbalance	8	.7
To Prevent Ethnic Imbalance and Ensure That Students Live Within a Reasonable Distance	11	1.0
All Three Reasons	57	5.0
Other Answer	6	.5
No Answer; Should Not Be Assigned	20	1.8
No Opinion	27	2.4

TABLE 27-B

WHAT SHOULD BE THE PRIMARY REASON
FOR ASSIGNING STUDENTS TO SCHOOLS?

RESPONSE	FREQUENCY	PERCENT
To Prevent Overcrowding	62	17.3
To Prevent Ethnic Imbalance	79	22.0
To Ensure That Students Live Within a Reasonable Distance of School	174	48.5
To Prevent Overcrowding and Ensure That Students Live Within a Reasonable Distance	2	.6
To Prevent Overcrowding and Ethnic Imbalance	2	.6
To Prevent Ethnic Imbalance and Ensure That Students Live Within a Reasonable Distance	5	1.4
All Three Reasons	17	4.7
No Answer; Should Not Be Assigned	10	2.8
No Opinion	8	2.2

TABLE 28-A

WOULD RESPONDENTS FAVOR OR OPPOSE THE
CHARGING OF FEES FOR STUDENT ACTIVITIES?

RESPONSE	FREQUENCY	PERCENT
Favor	149	13.1
Oppose	907	80.0
Favor if Necessary	19	1.7
Various Other Qualified Responses	32	2.8
Other Answer	2	.2
No Answer	8	.7
No Opinion	17	1.5

TABLE 28-B

WOULD RESPONDENTS FAVOR OR OPPOSE THE
CHARGING OF FEES FOR STUDENT ACTIVITIES?

RESPONSE	FREQUENCY	PERCENT
Favor	100	27.9
Oppose	242	67.4
Favor if Necessary	1	.3
Various Other Qualified Responses	1	.3
No Answer	6	1.7
No Opinion	9	2.5

TABLE 29-A

WHAT ARE THE BIGGEST PROBLEMS WITH WHICH THE SACRAMENTO CITY HIGH SCHOOLS MUST DEAL?

RESPONSE	COUNT	PERCENT OF ALL PROBLEMS	PERCENT OF RESPONDENTS
Discipline	195	11.0	17.2
Drugs	174	9.8	15.3
Poor Curriculum/Poor Standards	168	9.5	14.8
Student Lack of Interest	93	5.3	8.2
Non-Attendance	86	4.9	7.6
Violence	74	4.2	6.5
Racial Problems	73	4.1	6.4
Lack of Money	64	3.6	5.6
Overcrowding	56	3.2	4.9
Incompetent Teachers	45	2.5	4.0
Crime/Vandalism	42	2.4	3.7
Teachers' Lack of Interest	39	2.2	3.4
Students' Lack of Respect for Teachers	33	1.9	2.9
School-Related Communication Issues	31	1.8	2.7
Parents' Lack of Interest and/or Involvement	26	1.5	2.3
Alcohol	23	1.3	2.0
Individual Attention/Individualized Instruction	22	1.2	1.9
Discrimination and Segregation	21	1.2	1.9
Lack of Occupational Preparation	19	1.1	1.7
School is not Interesting/Rewarding	18	1.0	1.6
Poor Home Environment/Parents	17	1.0	1.5
Not Enough Teachers	12	.7	1.1
Counseling and Guidance	10	.6	.9

TABLE 29-A (CONT'D.)

RESPONSE	COUNT	PERCENT OF ALL PROBLEMS	PERCENT OF RESPONDENTS
Busing	9	.5	.8
Administration	9	.5	.8
Lack of College Preparation	9	.5	.8
Sexual Activity	7	.4	.6
Need Closed Campus	7	.4	.6
Need More Sex Education	6	.3	.5
Smoking	6	.3	.5
Teachers (and Other Staff) Are Underpaid	5	.3	.4
Board of Education	4	.2	.4
Dropouts	4	.2	.4
There Are No Problems	3	.2	.3
Miscellaneous	150	8.5	13.2
No Response/No Comment	52	2.9	4.6
No Opinion	143	8.1	12.6

TABLE 29-B

WHAT ARE THE BIGGEST PROBLEMS WITH WHICH THE SACRAMENTO CITY HIGH SCHOOLS MUST DEAL?

RESPONSE	COUNT	PERCENT OF ALL PROBLEMS	PERCENT OF RESPONDENTS
Non-Attendance	170	18.0	47.4
Discipline	114	12.1	31.8
Lack of Money	74	7.8	20.6
Parents' Lack of Interest and/or Involvement	55	5.8	15.3
Student Lack of Interest	50	5.3	13.9
Poor Curriculum/Poor Standards	47	5.0	13.1
Overcrowding	43	4.6	12.0
Administration	43	4.6	12.0
Discrimination and Segregation	31	3.3	8.6
Need Programs for All Abilities	20	2.1	5.6
Drugs	18	1.9	5.0
Students' Lack of Respect for Teachers	12	1.3	3.3
Poor Home Environment/Parents	11	1.2	3.1
Violence	11	1.2	3.1
Incompetent Teachers	9	1.0	2.5
Crime/Vandalism	8	.8	2.2
Lack of Occupational Preparation	8	.8	2.2
Teachers Underpaid	7	.7	1.9
Teacher Morale	7	.7	1.9
Socio-Economic Issues	7	.7	1.9
Not Enough Teachers	6	.6	1.7
Homework/Study Habits	6	.6	1.7
Teachers' Lack of Interest	5	.5	1.4

TABLE 29-B (CONT'D.)

RESPONSE	COUNT	PERCENT OF ALL PROBLEMS	PERCENT RESPONDENTS
Board of Education	4	.4	1.1
Racial Problems	4	.4	1.1
School is not Interesting/Rewarding	4	.4	1.1
The Aging Staff	4	.4	1.1
Schools Cannot Solve Society's Problems	4	.4	1.1
Counseling and Guidance	3	.3	.8
School-Related Communication Issues	2	.2	.6
Individual Attention/Individualized Instruction	1	.1	.3
Unions	1	.1	.3
Lack of "Life Preparation"	1	.1	.3
Need Closed Campus	1	.1	.3
Dropouts	1	.1	.3
Miscellaneous	142	15.0	39.6
No Response/No Comment	8	.8	2.2
No Opinion	2	.2	.6

TABLE 30-A

SEX OF RESPONDENTS

	FREQUENCY	PERCENT
Female	582	51.3
Male	552	48.7

TABLE 30-B

SEX OF RESPONDENTS

	FREQUENCY	PERCENT
Female	135	37.6
Male	214	59.6
No Response	10	2.8

TABLE 31-A

ETHNICITY OF RESPONDENTS

RESPONSE	FREQUENCY	PERCENT
Causasian - Not Hispanic	753	66.4
Black	145	12.8
Oriental - Asian	47	4.1
American Indian	33	2.9
Mexican Descent	83	7.3
Other Hispanic Descent	39	3.4
Other	23	2.0
Refused	11	1.0

TABLE 31-B

ETHNICITY OF RESPONDENTS

RESPONSE	FREQUENCY	PERCENT
Caucasian - Not Hispanic	253	70.5
Black	23	6.4
Oriental - Asian	15	4.2
American Indian	8	2.2
Mexican Descent	18	5.0
Other Hispanic Descent	7	1.9
Other	3	.8
No Opinion	3	.8
Refused	29	8.1

TABLE 32-A

AGE OF RESPONDENTS

	FREQUENCY	PERCENT
18 Years Old	49	4.3
19 Years Old	26	2.3
20 - 29 Years Old	379	33.4
30 - 39 Years Old	308	27.2
40 - 49 Years Old	127	11.2
50 - 59 Years Old	106	9.3
60 - 69 Years Old	82	7.2
70 and Over	45	4.0
Refused	12	1.1

TABLE 32-B

AGE OF RESPONDENTS

	FREQUENCY	PERCENT
20 - 29 Years Old	15	4.2
30 - 39 Years Old	85	23.7
40 - 49 Years Old	107	29.8
50 - 59 Years Old	106	29.5
60 - 69 Years Old	17	4.7
Refused	29	8.1

TABLE 33-A

LAST GRADE RESPONDENTS COMPLETED IN SCHOOL

RESPONSE	FREQUENCY	PERCENT
8th Grade or Less	25	2.2
9th - 11th Grade	103	9.1
12th Grade - No Diploma	29	2.6
High School Graduate	330	29.1
1 - 2 Years of Business or Technical School	35	3.1
1 - 2 Years of College	243	21.4
3 Years of College	62	5.5
4 Years of College - No Degree	28	2.5
College or Advanced Degree	274	24.2
Refused	5	.4

TABLE 33-B

LAST GRADE RESPONDENTS COMPLETED IN SCHOOL

RESPONSE	FREQUENCY	PERCENT
High School Graduate	2	.6
1 - 2 Years of Business or Technical School	3	.8
1 - 2 Years of College	4	1.1
College or Advanced Degree	347	96.7
No Response	3	.8

TABLE 34-A

DO RESPONDENTS HAVE CHILDREN ATTENDING A SCHOOL IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT?

RESPONSE	FREQUENCY	PERCENT
Said Yes	200	17.6
Said No	870	76.7
Said Have Children in Another District	47	4.1
Said Have Children in Private School	16	1.4
Refused	1	.1

TABLE 34-B

DO RESPONDENTS HAVE CHILDREN ATTENDING A
SCHOOL IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT?

RESPONSE	FREQUENCY	PERCENT
Said Yes	61	17.0
Said No	239	81.6
Refused	4	1.1
No Opinion	1	.3

TABLE 35

PRIMARY POSITIONS OF STAFF RESPONDENTS

RESPONSE	FREQUENCY	PERCENT
Teacher	315	87.7
Counselor	17	4.7
Administrator	12	3.3
Classified Staff	11	3.1
Refused	4	1.1

TABLE 36

TEACHING FIELDS OF RESPONDING TEACHERS

RESPONSE	FREQUENCY	PERCENT
English	54	15.0
Mathematics	30	8.4
Social Studies	38	10.6
Science	29	8.1
Art	10	2.8
Music	10	2.8
Physical Education	24	6.7
Vocational Education	52	14.5
Foreign Language	17	4.7
Special Education	25	7.0
English as a Second Language	2	.6
Miscellaneous	8	2.2
Not Applicable/No Response/ Refused	60	16.7

APPENDIX B

INTRODUCTION

This appendix describes and lists the content subsumed under the various codes developed for the grouping and processing of non-numerical responses to the community and staff surveys. In preparing the lists of code content, we have endeavored to include all the the variations of meaning, emphasis and tone which respondents employed. However, we have generally not recorded duplicative individual responses. Thus, for example, if fourteen people had said "discipline," the word discipline would only have been recorded once. If one person had said "the students aren't disciplined" and another had said "the main problem is discipline," on the other hand, both responses would have been recorded.

This being the case, it is not possible to count up the statements under each heading and arrive at the total number of respondents who made a statement which was subsumed under that heading. The intent of this appendix is to provide the reader with a more in-depth understanding of what respondents were actually saying before their response was assigned a Code 01 for the category "Discipline" rather than to present data with any numerical implications.

The first six pages of this appendix, which discuss the coding process for questions other than question 13, contain both narrative descriptions of the manner in which various responses were coded and listings of code content. The remaining pages simply list content for the codes established for question 13 ("What do you think are the biggest problems with which the Sacramento City high schools must deal?"). The code numbers and category headings which were utilized in coding question 13 are presented on the following two pages.

CODES AND CATEGORIES FOR QUESTION 13

01 - Discipline
02 - Drugs
03 - Poor Curriculum/Poor Standards
04 - Lack of Money
05 - Incompetent Teachers
06 - Busing
07 - Overcrowding
08 - Parents' Lack of Interest and/or Involvement
09 - Teachers' Lack of Interest
10 - Students' Lack of Respect for Teachers
11 - Non-Attendance
12 - Crime/Vandalism
13 - Poor Home Environment/Parents
14 - Need More Sex Education
15 - Alcohol
16 - Sexual Activity
17 - Individual Attention/Individualized Instruction
18 - School-Related Communication Issues
19 - Counseling and Guidance
20 - Administration
21 - Unions
22 - Board of Education
26 - Student Lack of Interest
27 - Racial Problems
28 - Violence
29 - There Are No Problems
30 - Discrimination and Segregation
31 - Lack of Occupational Preparation
32 - Lack of College Preparation
33 - Lack of "Life Preparation"

34 - School Is Not Interesting/Rewarding
35 - Not Enough Teachers
36 - Smoking
37 - Need Closed Campus
38 - Dropouts
39 - Teachers (and Other Staff) Are Underpaid
40 - Teacher Morale
41 - Socio-Economic Issues
42 - Homework/Study Habits
43 - The Aging Staff
44 - Schools Cannot Solve Society's Problems
45 - Need Programs for All Abilities

98 - Miscellaneous

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CONTENT FOR QUESTIONS OTHER THAN QUESTION 13 (PROBLEMS)

General

Other Answer (Code 8) was assigned to a response if it represented a viable answer to the question but was not one of the predetermined answers we had offered. Exceptions to this policy were made in cases in which numerous respondents offered a particular "alternative" answer. These alternatives were assigned their own codes by question. (Please see the sections which follow for details.)

No Answer (Code 0) represents one of two possible types of responses. The first is a simple no response, or refusal to answer. The second is what we refer to as a "Zero Comment." This means that the respondent did not answer the question in any way (either with one of the predetermined options or with a Code 8 alternative response), yet made a substantive comment. As some of these comments may be of interest, the tally sheets on which they are noted and the questionnaires themselves are being provided to the District with this report.

Question 7

Allowed to Go On, But Given Remedial Help (Code3) represents variations on a theme of "allowed to go on to high school, but with something extra or different." Specific responses which were subsumed under this heading include go on with remedial work, with tutoring, with special classes, with summer school, with extra classes, with preparatory classes in freshman year, with after-school help and in a special program. Go on "provided they can get remedial help" was also coded 3.

Held Back, But Given Remedial Help (Code 4) parallels code 3 responses for those who favored holding students back rather than allowing them to go on. However, these responses were neither as varied nor as frequent as the

Code 3 responses, although they were of the same general character.

Held Back - Other Qualifications (Code 5) represents several other qualified versions of "held back." These were as follows:

- If they can cope and won't drop out
- Make it up in summer school before they go on [not a 3 because it doesn't indicate what happens if they <u>don't</u> make it up]
- Unless they can make it up
- Half a year

Allowed to Go On - Other Qualifications (Code 6) represents a variety of other qualified versions of "go on." These included:

- With understanding will have to pass these subjects
- Providing they pick up the slack
- And try to make it up
- But to complete one course
- If they know how to read
- Allowed to go on but have to pass subject in summer school
- Allowed to go on with required math adjusted to student's interests
- Allowed to go on but take classes to reach 8th grade level
- With restricitons such as taking a test to see where they fall at high school level
- Require passing in 9th grade

It Depends on the Individual (Code 7) represents respondents who indicated in some manner that the decision should be based upon the individual student. (Code 7 was also used for other questions and has always been translated as "it depends on the individual" in the tables.) Phrasings which were subsumed under this heading include:

- Depends on the individual

- Depends on what the student is ready for
- Depends on the student's goals
- Depends on degree of failure
- Whatever is best for the individual

Question 9

Various Qualified Responses (Code 3) represents all of the qualified answers to Question 9. These were as follows:

- Attendance should be taken into account but not necessarily failure - should not be cut and dried
- Depends on what they missed and what the reason
- Incomplete mark with make-up
- Bright students may be bored - if low grades, then make them attend class
- Goof-offs failed on attendance - graded on learning if good excuse
- Incomplete grade until complete the hours
- Teacher's judgment on the student
- Graded for learning plus some required attendance
- Graded solely for performance; "performance" and "what they have learned" are not the same thing
- Two grade given out: one for academics and second for citizenship
- Should be a combination of both
- Should be allowed to pass if they pass test and go to class 3/4 of the time
- Reasonable amount of time - not too little absence allowed
- Attendance required in grades 9-11; learning only in 12th
- Smarter students need less hours; less intelligent need more hours
- Depends on reason for not attending; failed if it's just bad attitude, excused if reason is legitimate, like illness
- There may be a reason why they're not going to class, but if they're just cutting, flunk them
- Should be some kind of discipline in schools but if student knows stuff that might be reason why he skips - should be allowed 15-20 absences - need lenient standards

- Would depend on circumstances; believe students should know they need to attend class
- If they were sick she feels they should be passed, but other than that they should be failed - grade for learning but with an incomplete after it
- If they choose the GED route OK not to attend - if they want a diploma then fail them for non-attendance
- Attendance should be taken into account but shouldn't necessarily mean failure - grade should show what they've learned but if don't meet minimum attendance they should fail
- Freshman and sophomore years failed for non-attendance, junior and senior years graded for learning only but more exams required
- Should depend on reasons and what they have learned; dropped out one thing, ill another
- Depends on how many hours missed - if it's over ½ year then they should fail
- Both - depends upon the student - feels if they could pass a test, need not attend school
- They should try to show up as much as possible, hard if you have a bad teacher - students should have more time to decide if they like teacher and have option of getting out of class
- If specific reason for absence, graded for learning only, if just skipping fail

Question 10

Assigned to Own Area (Code 3) represents those respondents who appended to an "assigned" response the qualifier "to own area" or "in own neighborhood." We thought the District would be interested in knowing how many people felt so strongly about area or neighborhood schools that they insisted on including this comment in their response.

Assigned, But With Some Choice (Code 4) represents those who said students should be assigned generally but should be allowed a choice for special programs or reasons. Special programs included vocational/technical programs and magnet-school-type programs; other reasons included the child having difficulty at a particular school and one answer of "if the student doesn't

want to be put in a mixed-race school."

Question 12

Favor If Necessary (Code 3) represents respondents who would favor fees "only if it were necessary," "only if the alternative were higher taxes," or "only if programs would be eliminated otherwise."

Various Other Qualified Responses (Code 4) represents the following other qualified remarks:

- Favor - if they improve the facilities
- Depends on whether would benefit school or not
- Favor on a voluntary basis because of Proposition 13
- Some should be paid for such as bows and arrows
- Not oppose as long as it doesn't eliminate every student from activities
- Depends on the activity, school and student
- Minimal
- If not too high
- If students willing so wouldn't have to cut so many programs
- If parents want to
- Oppose unless there is a case where these is a large cost to set it up
- If any charges were very small
- If capable of paying, pay - should be decision made by family income
- Favor if it would enable them to keep programs like drivers training
- Some cases it might be all right - others not
- Oppose in general unless cost of particular activitiy is prohibitive - i.e., cost of football team is much greater than debating society
- Charge if grades are "C" or lower - not if grades higher
- Favor - but don't penalize students who can't afford to pay for the program

- If school district can afford it, yes - otherwise charge with opportunities for welfare programs
- If could be done on a sliding scale based on the income of the parents
- Rather than doing away with it, charge those who can afford - not those who cannot
- Depends on what fee is and student's academics
- To charge parents fees if they can afford it - if the parents can't afford it then let them go free
- For participation in certain sports, if the school has lack of funds students should have to pay for equipment or provide their own
- To a point - wouldn't mind a nominal fee (only that would cover optional equipment or a legitimate expense)
- If they increase current level of extra-curricular activities, expand them, fees would be justified - present activities do not justify fees
- Outside of school hours is good - however, those who can afford should pay, the rest should get it free of charge

CONTENT FOR QUESTION 13 - COMMUNITY SURVEY

Discipline (01)

- Not strict enough.
- Lack of discipline
- Teachers do not have enough authority.
- Discipline is very bad with students.
- Probably the fact that there are disruptive individuals in the classes who prevent classes from learning. Makes it hard for the teacher to decide how to handle it. She wants disruptive one to learn and wants others to learn also.
- Too much latitude.
- Authorities or police don't have enough control of students.
- Lack of ability to give discipline.
- Discipline - schools have no control, students have too many rights as opposed to teacher rights.
- Discipline - the students are afraid to go to school and classrooms are madhouses. Can't learn if afraid or not disciplined.
- Teachers not being strict enough to teach.
- Having better control over the students.
- Need to give teachers a firmer hand.
- Teachers have to spend too much time on disciplining students and not enough time is left for teaching the students.
- Discipline problem, not learning atmosphere, it's a jungle.
- Control of students.
- Discipline such as in the sense that teacher is boss, not the student.
- Rules be tightened.
- No cooperation from kids, discipline problems.
- Conflict between teachers and students (discipline).

- Discipline is No. 1 important factor in students.
- Disruption in classroom (student).
- Behavior of students
- The school should enforce rules more strongly.
- Need for discipline - I don't mean teachers should be allowed to beat on kids, but teachers and parents should work together.
- Children have too much freedom in school and at home (also coded 13).
- Disciplinary problems.
- Kids do what they want - there should be more discipline.
- Teachers can't handle students.
- Confusion in classroom/no discipline in classroom.
- Make rules and stick with them. Allowing students to get away with too much.
- Authorities and teachers need backup over students.
- Deportment of students (abusive language and disobedience should not be tolerated).
- Deal with the fact that the teachers can't discipline the students without the parents stepping in. Let the school be run by the teachers and principals - not the parents (also coded 13).
- Behavior - can't teach class without the students' full attention.
- When the school and parents let the kid do what he pleases, especially when it comes to dropping classes (also coded 13 and 03).
- They should be made to pay attention, at least be quiet so others can learn.

Drugs (02)

- Drugs.
- Use of drugs.
- Too much (sic) drugs allowed in school.
- Narcotics on campus.
- I think we have a terrible drug problem - sexual activity, drug abuse and alcohol - need more awareness for students - should have classes, resources like AA, Planned Parenthood, counselors to help deal with problems (also 14, 15).

- Dope - too easy to get, put out for kids by racketeers to make money. If it was more available and free kids wouldn't want it. (No, this is not a typographical error or a misinterpretation.)
- Drugs No. 1 problem.
- Smoking pot.
- Bombed out, pot-smoking kids.
- Pot.
- Availability of drugs.
- Drug abuse
- Drugs going on in school - should be discouraged.
- Drug use in school.
- Outlaw drugs.
- The kids are getting away with too much like smoking pot.
- Marijuana and drugs - kids heads aren't together and teachers get negative attitudes because they feel students are on drugs. Feel students should get in touch with Christ to help them (also coded 98).
- Drug pushing is a big problem as in society as a whole.
- Drugs should be civil matter, turn over to police (identical words twice).
- Amount of narcotics on school grounds.
- Drugs circulation.
- Drug traffic.

Poor Curriculum/Poor Standards (03)

- Too many elective credits - students don't know at this age what's good for them - need to know English, both verbal and written.
- Requirements are too low. Not enough basic knowledge courses. School system is way too easy.
- Too lenient on what kids should know before graduating.
- Students have too much choice of subjects. Should assign extra homework to students.

- Scholastic attainment of students is inadequate. He's met students who have completed high school and can't even write a complete sentence.
- Math - not enough for students. Need to learn more.
- Graduates are illiterate - "academics" below the level of education.
- Letting students out of school without knowing what they should know. Students should complete the required courses.
- Lack of student achievement - lack of proficiency.
- Social promotion - promoting students that are unprepared.
- Lack of education. Too many kids are getting out of school without learning.
- Not enough mandatory courses - they let the kids do too much choosing of their courses and hours. They should require more in-school hours not outside such as working, training on the job.
- General learning environment - make it more learning instead of babysitting.
- Achieve a minimum level of literacy.
- Not making students learn. Teachers have it easy.
- Goals in school so diluted - difficult to get overall education.
- Teachers should push students more.
- They are letting too many kids through without learning the subject matter.
- The students picking their own classes.
- Giving the kid a good basic education.
- Teaching students better educational courses.
- Reading and writing important.
- Not giving enough to the students, teachers are just passing even if they don't understand.
- Schools should teach them more required courses to prepare them for college (also coded 32).
- Parents and teachers should raise the level of standards for students so they have to do more in school, make it a little rougher to graduate.
- lack of fundamental education.
- Trying to graduate on time without an adequate amount of education taking place.

- Lack of students coming out meeting minimum requirements. Lack of basic skills in math, science, etc. Students passed along because it's convenient.
- When the students graduate they're so dumb they can't even balance a checkbook.
- Students graduate without knowledge of basic English and math.
- Graduation requirements are too easy.
- Bringing up the education requirements.
- In order to keep the peace, they (school districts) give the students more of what they want, and education suffers. Schools should teach absolutes - if you (students) are going to make it, prepare yourself for the outside life, then this is what you need. Don't indulge the students.
- Need to get back to basics.
- Students not learning.
- The education isn't strong enough - students should receive more assignments.
- Teachers and executives. They'd rather teach students to basket-weave than what they really need.
- More rounded plus a stricter knowledge of subjects in order to graduate.
- Quality of education towards the students.
- Academic problems - not learning enough to get a job.
- Minimum requirements are too low.
- Deal with the fact that students are not required to stay in school once they have finished their requirements. Her son went to school two hours a day in his senior year. She thinks school is responsible for preparing you for a working environment and that is much more than just class.
- Minimum level of competence in certain subjects: English and math.
- Stricter requirements for graduation.
- Too much idle time for the students.
- Having to accept every other teacher's failures.
- Material needs to be reviewed.
- Should get better education (twice).
- Pass kids on without knowing if learned anything.

- Undereducated at the elementary and junior high school levels. They are not prepared for high school-level work. Kids get into high school and are not equipped to do high school work.
- Better foundation from elementary school into high school. Students are about three years behind in basics.
- Lack of required courses to graduate - not learning basics.
- The basics - the 3 R's.
- Requirements should be higher.
- Competency level of graduating students.
- Making sure the students have the basic skills of English and math before they graduate.
- Children receiving diplomas without the knowledge.
- Students graduate with no intelligence and they go on welfare instead of getting jobs because they are not taught properly in school.
- Basic required classes are ridiculous. Students are getting poor jobs because they're not getting enough education - reading, writing, math.
- Not requiring students to take enough of the 3 R's.
- That kids able to meet certain requirements before passing.
- Getting back to basics.
- Adequate education.
- Students not educated well enough when they graduate.
- Undereducating the students - cannot read, spell or write.
- Literacy.
- From what he's read, City schools aren't doing too well in national ratings. Should be more stress on basics in earlier years.
- Not enough power to hold back - graduate without an education. Let students slip through. Graduate without basic knowledge of math and English. Should get stricter and hold back and learn, especially if serious about going on to college.

- Some stiffer requirements for graduation - more of 3 R's - but need some P.E. and art to make a real rounded person.
- Teaching an adequate amount of required courses to prepare them to go out into the world.
- Way subjects are being taught. They get turned off if you try to cram it down their throats. Should be taught more creatively.
- They push kids on through without learning anything, hurts the student and school program.
- Dignity - a high school diploma should be given as a sign of accomplishment, not just because you're 18 or it's time to graduate.
- Schools getting away from basic studies, getting slack, not really teaching anything, just pushing students through and when they get out they really don't know anything.
- Grades should be brought up - there should be more required classes.
- Students aren't learning enough - they're graduating and still ignorant.
- The students aren't learning enough before moving on to the next grade level.
- Can't read very good (!) Minimum graduation requirements too low.
- Education - students actually learning.
- Getting kids graduated and knowing something - so not lacking in common knowledge.
- Need more requirements - maybe more structured program is the answer.

Lack of Money (04)

- Lack of funding.
- Insufficient funds.
- Getting enough money to provide students with courses they should have and to continue extra-curricular activities without having to charge fees.
- Funds cut and then programs for students cut.

- Not enough money to buy books for students and materials needed.
- Knowledge is important - funds are needed for knowledge.
- Economical problems and financial ability.
- Budget.
- Financial problems.
- Economical problems - financial ability.
- Budget problems.
- Proposition 13.
- Enough financial support from city to provide quality education.
- Funding.
- Taxes are not supporting schools the right way. Take money from that President and put it into schools - it would be a hell of a program.
- Financial problems - better books, better teachers' salaries.
- Better equipment for students' education.
- Funding - lack of funds is affecting quality of education.
- Economic crunch.
- Underfunded.
- Financial, not enough money to give each student what they deserve.
- Budget money is not regulated and no money for specialists. Certain teachers need to be in school to help those who need special teachers. Budget in schools is preventing those students from that help. Can't supply enough money for books, etc. Budget restrictions hurt students and their learning ability.
- Funding because of Proposition 13.
- Financial cutbacks - politicians are having too many cutbacks in the schools.
- Budget not enough money.
- Money shortages in schools (and everywhere else) in California.
- Money tight - things get shifted and people lose sight of what's important.
- Not having enough funds to offer activities for students.

Incompetent Teachers (05)

- Some teachers aren't teaching good or qualified to teach or want to teach to the best of their ability.
- Hiring good competent teachers.
- Teachers are no good.
- Quality of teachers not very good.
- Not enough qualified teachers.
- The school district should be laying off the old farts who sit on their butts and keep the new fresher teachers to bring in a fresh new education.
- Some teachers not good enough or qualified to teach.
- Teachers are poorly educated.
- Incompetent instructors.
- Should have a system to eliminate teachers who aren't performing up to school standards.
- Average age of teachers is over 50 here in Sacramento, which makes it hard to get rid of dead wood, hard to get fresh new ideas. Like to see teachers paid better and do away with tenure. (Teachers underpaid not coded - it was the 6th problem.)
- Teachers need help in teaching. Teachers are getting away with murder with teaching the students.
- Teachers are not qualified.
- A lot of teachers are not qualified.
- Most of the problem is bad teachers - they need to be screened more.
- Quality of teachers - teachers should be tested occasionally to make sure they're qualified.
- Upgrade the quality of instructors.
- Inadequate teachers - poorly trained teachers.
- Teachers' lack of ability to cope with students' problems.
- Teachers' need help with teaching basics.
- Teachers. Their methods of teaching are inadequate.

- Hire qualified teachers that can be creative in teaching students.
- Teacher qualities are poor.
- Lousy teachers - most of them are lousy.
- Teachers can't teach.
- Teachers - get teachers who are better qualified.
- Teachers aren't good enough, don't teach very well.

Busing (06)

- Busing.
- Shouldn't bus to achieve racial balance.
- Shouldn't ship kids from one school to another far away.
- Rather than busing schools should be upgraded. These days students mix well with other races anyway. (!)
- Busing school students bad.
- Mix-ups with busing, all the busing going on is ridiculous.
- School being assigned to students too far away (busing). His child couldn't go to the one closest to his home.

Overcrowding (07)

- Teachers don't take enough interest in the students - probably have too many students so they can't take the necessary time with each one (also coded 09).
- Overcrowding.
- Too many students.
- Too many students in classes.
- Overcrowded classes/classrooms.
- Overcrowded schools.

- Classes are too large - should be down to no more than 30 so that the teacher can relate to the individual students.
- There are too many students in classes for teacher to get to know each student.
- Class size.
- Overcrowded classes - not learning enough as a result of this.
- Class size.
- Overcrowding leading to lack of individual attention (also coded 17).
- Too many students to the teacher ration (sic).
- Lack of communication between students and teachers in certain classes where they are overloaded. The students won't learn enough (also coded 18).
- Friction between students due to overcrowding.
- Quality of education as opposed to number of students.
- Too many children for the amount of teachers.
- Overpopulated.
- Lack of student motivation - schools don't provide enough due to large classes and inability of the teacher to provide proper training because of the size of the class (also coded 26)
- Judging from Hiram Johnson (close by), it's too overcrowded.
- Too many students in one class.
- Class size is too hard and too crowded and students cannot achieve a high learning ability (sic).

Parents' Lack of Interest and/or Involvement (08)

- Lack of parent support. Teachers are unable to do what parents don't do at home. Parents don't take an interest in the children's education.
- Parents not helping the school system.
- Lack of parent participation in schools (PTA, etc.)
- Parents cooperation with schools.

- Parents need to guide students to study more. Home is the biggest problem.
- Parents get more involved, more aware.
- Parents do not take enough interest in student work.
- Parents should attend PTA and get to know teachers - teachers are more cooperative if they know parents.
- Lack of parent concern and participation.
- Parents don't make students study.
- Parent participation in activities in school.
- More parental involvement. Emphasis on parental input.
- Support of parents (they aren't).
- Getting parents to participate and be interested and concerned.

Teachers' Lack of Interest (09)

- Teachers don't want to pay attention to students. Ignoring students that need help with subjects.
- The teachers really don't care.
- The teachers don't care if you are in the class or not.
- Teachers should be more involved with students. Teachers use school mainly for selves - should use for students. Teachers more concerned with their income than with students.
- Teachers are the problem - they just don't care enough.
- Apathy of teachers and administration (also coded 20).
- Having teachers that don't like their jobs, being there because they have to earn a living.
- Teachers should worry more about students than salary.
- The teachers don't care.
- Lack of teachers trying to teach right. I went to Sac City High School, I sat in the back of the class and the teacher didn't care what went on. I tried to ask questions, to get help to learn the subjects but the teacher didn't care. A lot of teachers don't care.

- Teachers let the students skate through and then palm them off on the next teacher.
- Teachers continuing to challenge students, working with kids - not getting lazy.
- Not enough support from teachers.
- Teachers - not interested in their work put personal interest before teaching students.
- Need teachers who are interested and who can discipline (also coded 01).
- Disrespect on part of kids and teachers (also coded 10).
- Teachers should show more interest - they (students) don't get enough motivation.
- Teachers are uncooperative, don't care.
- Lack of education because of teachers - not being interested in the well being of the students.
- Deal with lack of understanding of how important high school is while you're there - some teachers and students. Should have a system to eliminate teachers who aren't performing up to school standards (also coded 05, 26).
- Feel teachers don't pay much attention to students. Example: teacher says "A", student hears "8" - they don't pick this up and so the students aren't learning.
- Teachers need to pay more attention to students.

Students' Lack of Respect for Teachers (10)

- Respect of kids for teachers.
- No respect for teachers.
- Students' lack of respect for teachers.
- Respect is practically out the window. Respect for each other, towards teachers - if those under control, then learning would come automatically.

- Students don't respect teachers or the school and that is why they are not learning anything.
- Insubordination. He still thinks you should say yes sir, no sir to elders.
- Main problem is the students' lack of respect for authority. This goes right down the line. Starts with the family, then to the school, and then on ...
- Disrespect for teachers.
- Disrespect for teachers and themselves.
- Lack of respect by students for authority.
- They should be taught to respect teachers.
- Students' lack of respect for teachers and property.
- Teachers, counselors, staff take too much shit off students.

Non-Attendance (11)

- Non-attendance.
- Trying to get people to go to class.
- Attendance.
- Getting kids to go to school.
- Attendance - she has gone to Florin Center and has seen so many students loitering. Why aren't they in school?
- Students must attend class.
- Students not going to schools.
- Making sure students come to school.
- Students don't attend and schools call parents. He feels the schools should punish the students in school and not bother the parents.
- Too many students do not attend school, you see them wandering around.
- Make sure students get there and keep them there.
- Cutting school.

- There are kids in the neighborhood wandering around. Should be in class. They can't learn anything at the Shortstop buying candy.
- The kids don't care to go to class.
- Keeping children in school.
- Kids cutting class.
- Absenteeism.
- Tardiness and cutting out class.
- Truancy problem - not being addressed by high schools - students should be held responsible for their actions.

Crime/Vandalism (12)

- Crime and vandalism.
- Crime (by itself).
- Vandalism (by itself)
- Crimes in the school itself.
- Breaking and entering during school hours.
- Stealing.
- Delinquency.
- Crime - tendency for vandalism.
- Crime among juveniles although she's seen many kids work very hard.
- Student destruction of school property.

Poor Home Environment/Parents (13)

- Lack of control at home - not learning to concentrate on good study habits.
- The parents. They're responsible because there is no parental discipline from the beginning.
- Lack of respectful upbringing of the students. If they had more respect for themselves, they'd have more respect for the teachers and learn more.

- Some parents should be spanked - doesn't think teachers should be babysitters.
- Parents - they are what influences students and their attitudes.
- Discipline (student). The parents dump it off on the schools and the schools don't do anything about it (also coded 01).
- Lack of parental guidance.
- Parents take interest in their child.
- Discipline problems with students stemming from their PARENTS (also coded 01).
- Parents are biggest problem, they shouldn't interfere with teachers' efforts - 90 percent of problems are with parents.
- The students aren't disciplined enough from parents and schools (also coded 01).
- Parents.
- Home life - leads to apathy.
- Should be more communication between parents and kids.

Need More Sex Education (14)

- Put more sex education in the curriculum.
- Sex education - kids in high school getting pregnant.
- They should have more classes that are family oriented.
- Lack of sex education.
- More sex education.
- They should have more classes that are family oriented (relationships, family closeness). (Answer re Family Life and Sex Education was 4 years.)

Alcohol (15)

- Drinking.
- Alcohol.
- Liquor.
- Booze on campus.

Sexual Activity (16)

- Permissive sex.
- Sex problems.
- Sex.
- Sexual activity.
- A lot of people go to high school and the girls get pregnant.
- Too much sex.

Individual Attention/Individualized Instruction (17)

- Lack of individualized attention.
- Not enough schools to give individual attention to higher achievers and lower achievers.
- Inability of instructor to give more time with slower learning capacity.
- Teachers need to give more individual attention, but instead are forced to handle problem students and violence in halls (also coded 10 and 28).
- More teachers for individualized attention of students (also coded 35).
- Not enough individualized instruction for each student.
- Not taking special time with students.
- The teachers can't spend enough time with those students who need help the most.
- More attention to the individual (quiet) students.
- If a student wants to learn they should work with him and not ignore him because he doesn't belong to a certain group (Mexican, football).
- All students should be encouraged to learn at their level.
- Students should be allowed to progress at own pace in modulated units if possible.
- Inadequate educational system - spend a lot of time drumming things into people without taking individuality into account, so that by the time they reach high school there's a lot of resistance on the part of kids to learning.
- Needs to be more concern for students (as individuals) rather than thinking of them as a mass.

School-Related Communication Issues (18)

- Lack of communication between parents, students and faculty.
- Teacher-student relationships.
- Community involvement - kids with parents and kids to reach out to public. Kids to interact with parents and with the public.
- Communication with students needs improvement.
- Rapport between students and faculty/teachers.
- More positive involvement with the people who complain a lot.
- Teachers don't communicate with parents so parents don't know what's going on.
- Lack of communication between parent and teacher on what the goals should be.
- Teacher/student relations.
- Communication among teachers and students. If teachers could come to understanding with kids, and vice versa, things would improve. Many teachers are set in their ways and refuse to listen. A few will but most won't. Those who have tried have been successful with classes.
- Lack of communication with parents - she called a teacher and never got a call back.
- The interreaction (sic) of the students and teachers - they should have better rapport.
- Parents ... don't listen. They are too busy making money to pay attention to their children's needs. There should be a discussion between parents, teachers and students. Parents must listen to their children from the time they are small.
- Lack of integration between adults and kids - adults and teachers see kids as animals.
- Parents and teachers need to get together more.
- The relationship between teachers and students should be cultivated so they can have the highest learning experience possible.
- Lack of teacher-parent communication/involvement.

- Instructors - they don't know how to communicate to each person on an individual level.
- Student contact with teacher not as good as it used to be.

Counseling and Guidance (19)

- Counseling.
- Guidance.
- Lack of guidance to student - not enough counselors.
- Preparing students for either obtaining a job or going to college (also coded 31 and 32). Includes giving them a good cross-section of knowledge and realistic counseling (psychological and career) as it applies to the real world.
- Counselors - should be stronger than what they are now.
- Student direction - counseling.
- More counseling about why they are lacking motivation to attend (also coded 26).
- More effective career guidance for females.
- All counseling programs should be reviewed and made better for the student.
- Should be proper counseling (qualified) where kids can go and just talk.

Administration (20)

- Teachers use their time to do hall monitoring, drug watch, etc. Principals aren't allowing teachers to do an adequate job.
- Board agenda should be posted, should be able to depend on being posted in same place, so parents and all can see.
- Too many chiefs and no enough Indians.
- Administration as a whole needs to be straightened out.
- Mismanagement - poor management of schools.

- Incompetence of administrators - backbiting, politicing, preservation of their own empire instead of doing their job. Pet projects instead of getting the job done.
- Poor administration.
- Administrators don't know what it's like any more and want to just look good.

Unions (21)

- Unions.

Board of Education (22)

- Feels that the Board of Education is too weak to stand up to the government and the schools.
- Board of Education - not modern.
- Schools trying to meet with the directions of school Board (such as integration of students, racial balance). School is harmed.
- Laxness of school Board.

Student Lack of Interest (26)

- Student lack of interest.
- To keep the children's attention - to actually get the kids involved.
- Keeping the kids interested in the courses - kids now-a-days don't care about anything.
- Student lack of motivation.
- Student lack of motivation. Students don't know what they want to do and parents don't care. Therefore, teachers must spend more time showing students, motivating students to think of their future (also coded 08).
- They should pay attention to the teachers.
- Students lack of interest in learning.

- Lack of student participation in classroom.
- Trying to get students interested in what they're doing. Should make it so students want to attend instead of going just because they have to.
- Keeping students interested in school and subjects.
- A lot of students go to school and just stand around - don't go in to learn.
- Getting young people to study and learn and teach them responsibility and self-discipline (also coded 98).
- Keeping students interested instead of dropping out.
- Lack of enthusiasm to learn.
- Trying to educate kids who somehow don't want an education. Need to teach kids in elementary school that education is a priviledge.
- Some should be in continuation school if they don't want to learn.
- Motivation to learn subjects. Education should be taken more seriously by students.
- Gaining students' interest in school - and being willing to learn again (as before, in by-gone times).
- Motivation of students to complete high school.
- Students need to be taught to want to go to school.
- Lack of student initiative to learn in school.
- Keeping students motivated so they won't drop out.
- The inattentiveness of students.
- They don't want to study.
- To make kids interested in school.
- Lack of interest among students to pursue an education.
- Poor response from students to teachers, they (students) don't care.

Racial Problems (27)

- Social group etiquette - attitudes of ethnic groups - need more unity and less bickering.
- Racial tension.
- Racial problems.

- Racial - would like to see a class taught in racial problems to show how it started and that was then, not now. People shouldn't be made to suffer for it now.
- Racial fights.
- Racial.
- Racially.
- Students trying to get along racially.
- Racial differences.
- Racial (black gangs).
- Do away with racial problems.
- Minorities getting in fights.
- In her dealings with high school students, problems are racial, at least kids think they are.
- Racial problem among the students.
- Ethnic problems in schools is slowing down those students who are capable and can't achieve their learning ability.
- Racial problems in some schools.
- Gangs of race (sic - another favorite).
- Racially - they're having a lot of problems with racial disputes.
- Racial issues. Not just schools but also students themselves.
- Ethnicity problem - everyone is carrying their heritage on their shoulders and the schools cater to it, which causes gangs.

Violence (28)

- Gangs. Einstein is very gang-oriented and threatening the neighborhood - children and property. How come the truant officers aren't picking up these delinquents?
- Violence.
- Violence - makes kids scared to go to school.
- Scared you'll get beat up - afraid of gangs. No security. Kennedy is like a prison system.

- Gangs.
- Violence in school.
- Not interested in school and are prone to grouping and causing trouble (also coded 26).
- Fighting.
- Fights.
- Deal with violence during school hours (riots, student-teacher relations, etc.).
- Student violence
- Violence in schools is awful.
- Classroom violence.
- Fights that kids have at school.
- Bullies - they push around other kids and even teachers. Something should be done about that.
- Scared you'll get beat up. Afraid of gangs.
- Violence (gangs of girls).
- Violence toward teachers and each other.
- Mugging is awful - it has to be controlled.
- Violence - fighting among students, beating of teachers.
- Schools are unsafe now.
- Students beat up teachers.
- Stabbing.
- School gangs - should be civil matter - turned over to police (identical words twice).
- Youth violence.
- Teachers afraid of assaults - harassment by gang group of teachers and students.
- Assault.

There Are No Problems (29)

- I don't think there are any problems.
- I didn't have any problems.
- He hasn't heard much about the problems - he feels they are solving them.

Discrimination and Segregation (30)

- Racial discrimination.
- Population should be mixed racially.
- Segregation.
- Racial imbalance because certain schools are becoming segregated - children need to learn to relate to those of different backgrounds to prepare them for jobs and the future life.
- Unify - teach all students the same things no matter what school it is, whether in poor or upper-class neighborhoods.
- Teachers are prejudiced and scared of blacks.
- Racism.
- Discrimination.
- Racial imbalance the resulting problems (also coded 27).
- Being prejudiced.
- Racial imbalance.
- Students need racial balancing.
- Schools are not racially balanced, some schools carrying the brunt.

Lack of Occupational Preparation (31)

- Not enough career training - higher skills should be taught and more available to students.
- Lack of career development.
- More orientation towards career education and job training for after school (more stress on basics earlier) - job-related or career training later.
- Give skill.
- Preparing them to be able to take on a job.
- Job preparation.
- Lack of career training for after high school.
- Should also train for job or something they can get a job in.
- There should be more work to help them out in the world to earn pay.
- Should be library time which is career- and trade-oriented.
- Should be ready for the job market if not going to college.
- More work programs for responsibility. The key for respect is learning. how to work. It makes them realize how well off they actually are.
- Don't have enough career orientation for students.

Lack of College Preparation (32)

- Lack of college preparation.
- Schools should teach students more required courses to ready them for college (also coded 03).
- Don't put enough into preparing students for colleges (not efficient enough).
- Should be ready to go to college.
- Students not prepared enough for college - need more college prep courses required.
- Don't prepare students enough for college.
- Should be strong college orientation in high schools.

Lack of "Life Preparation" (33)

- Deal with higher education requirements and put more courses in future living. Example: checkbooks, child abuse, marriage, college education.
- Should teach students to be proficient in every-day life.
- Providing practical education.
- Better preparation for future.
- Down-to-earth subjects.
- Not offering courses that are vital in day-to-day life.
- Should be more classes that go along with being out in the world.
- Good basic education on conducting daily life such as check balancing.
- Students need to be taught more of how to handle themselves after school.

School Is Not Interesting/Rewarding (34)

- Boredom.
- Students should be challenged - not spoon fed.
- Feels that students are being made out to be dummies and not helping them in any field which they are capable of doing. For instance, if a person is great at piano, then teach them to be great. Don't make them take subjects they don't need to.

- Making school more interesting.
- Should make it so students want to attend instead of going just because they have to.
- Making the class interesting so the kids will want to participate.
- Interest in school - child is bored.
- Providing the students with material that is relevant to them.
- If student feels he has accmplished something, he'll have more interest in it.
- Probably students not being educated well enough because they won't attend school because they feel it's boring (also coded 11).
- Their own lack of innovation and creativity. Feels schools are geared to 20 percent of the students that attend. She feels students could be sent to trade, vocational area if not planning on attending college.
- Students aren't interested - find something to make schools more interesting.
- Lack of stimulation of student. They're bored with school, not interesting, which leads to missing school (also coded 11).
- Things like charging for extra-curricular activities would lessen motivation more - need to spark kids interest.

Not Enough Teachers (35)

- Staff is not adequate - staff is stretched out too thin. (The P.E. teacher has to teach history.)
- Not enough teachers to teach the more important classes that prepare students for college or a job when they graduate.
- Not enough teachers to teach students - overwork.
- Not being able to have sufficient teachers.
- More teachers for individual attention of students (also coded 17).

- Not enough teachers for students.
- Not adequate staffing for the numbers of students.
- Need more money for more good qualified teachers.
- Hiram Johnson too big for number of teachers.
- Too few teachers.

Smoking (36)

- Smoking.

Need Closed Campus (37)

- Should be closed campus at lunch or break.
- Should have closed campus all day long.
- They allow kids to run around too much - they should be kept on closed campuses.
- Should not be allowed off campus at lunch.
- Students must have closed campus with enforceable discipline so the kids are never to feel unsafe in school (also coded 01).

Dropouts (38)

- Dropout rate.
- Dropping out.
- Dropouts.

Teachers (and Other Staff) Are Underpaid (40)

- More money for teachers and staff.
- More money for school teachers.
- Qualified teachers - not enough pay to attract good teachers (also coded 05).
- Teachers don't feel their jobs are important because we are not willing to give pay raises and praise.

- Teacher pay not up to par - should have regular cost-of-living raises to keep up to par.

Miscellaneous (98)

- The schools. They should have a desire for students to learn and progress to the best of their ability.
- Seems most problems caused by people who don't belong there coming on campus. Generally, schools seem to be doing a pretty good job.
- The students getting along with teachers and other students.
- Advisory - should visit classes more often so the teaching techniques and skills will improve.
- Need to develop night courses for students that didn't realize the importance of high school and dropped out. Give them that opportunity at night when they are more mature and can apply themselves.
- The public itself does not value education on a long-range scale.
- Don't express why the required classes are needed - such as how they'll help when you go to college or even later on in life.
- Schools have terrible rules - such as for tardies. Treat students like kids. Getting to be like a prison.
- Lack of recognition of excellency (sic) in our society, which leads to a lack of appreciation of education in the child and in our society.
- The kids don't have enough to do while not in school. They have too much time for vandalism and things they shouldn't do (also coded 12).
- Give some kids more of an opportunity to participate then others. Some schools get more money than others.
- Bad school reputations. The parents are moving their kids to the schools of their choice and using false addresses in order to place their kids in schools with better reputations.

- So sure they are right. Say kids bring trouble from home. She would educate her children at home. Problem is caused by grouping in a building. School to children is social life.
- Need to incorporate self-betterment programs for kids.
- Neighbors near the school have to put up with a lot of problems with the students and the schools can't do much about it.
- Rules for lunch - not allowed to go off campus. Visiting rights for former students - some not allowed to. They should be.
- General feeling of the public that the schools are going to fail - self-fulfilling prophecy. The schools feel they won't succeed in teaching so they don't.
- More freeer environment in school for those who choose to be more freeer.
- Mother killed one of the teachers. Parents shouldn't stick noses in it. If they do, they should participate and find out what the problem is. She had a problem with a teacher but she was nice about it. She threatened to blow the school up and they finally did something about it.
- Should have more security around the school.
- Kids are pretty smart and should be treated more like adults.
- There should be more group meetings.
- Schools have more sophisticated juveniles than in the past.
- Feels sports definitely shouldn't be charged. Doesn't know if they are or aren't.
- Feels that Bible studies would be the right thing to do right now. Before Jesus returns should teach Bible studies.
- System prevents teachers from being creative. Have to present lesson plan at the beginning of the year. Learning is spontaneous experience - lesson plan may not be valid. Teachers are professionals and we need to trust their judgment.

- Lack of morality.
- Make sure a nearby school is available. If not, make sure commute is available.
- Schools too caught up in social issues such as racial balance.
- Funding - wasting a lot of money on children who do not want to go to school.
- Students are not getting enough care at school. Budget problems concerning students and their care at school.
- If there was a choice of schools - grants to private schools - more competition among schools - free enterprise - the good ones would prosper and the poor ones would fail and be done away with.
- Racialism will balance out by how much parents make.
- Attention span is very poor.
- Politics.
- Administration has no authority on down to teachers have no authority and this affects teaching (vague).
- Teacher strikes.
- Too lenient on everything.
- Education on current things (in computers).
- The social environment of students are bad.
- They spend too much money on stupid things (would not elaborate).
- Too much freedom for students.
- Peer pressure on the students.
- Students (unwilling to clarify).
- Closed campus.
- High school should be available to students who want to learn.
- Make sure each kid passes required courses in four years (impossible).
- Society (apathy).

- Poor educational system (apathy).
- Lack of respect and direction and attainable goals set for the students.
- Teach them responsibility and self-discipline.
- Teaching students morals.
- School grants are not spread out right (some schools get more money).
- Methods of teaching not as good as when he was in high school.
- Keeping kids interested in school by using their money within the school budget.
- Trying to educate students.
- Minorities.
- Racialism (unsure whether racial problems or racism).
- The times.
- The student getting along with teachers and other students.
- Get rid of Mexicans.
- Put more sex education into the curriculum.
- Manner they teach kids.
- Sex education - kids in high school getting pregnant.
- Update textbooks.
- Politicians.
- Too many politics in the schools.
- Parents.
- Teachers have too much paperwork.
- More strict dress code.
- Giving kids a more reasonable lunch.
- Friction between students.
- Budgeting money.
- Sex problem.

- If a student doesn't shape up there should be "a" school to send the kids to where there is strict discipline.
- Kids don't have no respect for themselves or others.
- Code of ethics.
- Different personalities of kids in school.
- Pampering of parents and children.
- Morality in students is disgusting.
- Sexist oriented (10 years behind).
- Need to have schools run by county and city, not state and federal, through subsidies.
- Lack of preparation and comprehension by students.
- Discipline kids: authorities have no right to discipline them.
- Morale.
- Teachers aren't teaching children anything these days
- Transportation - some students live far away from school and school should furnish transportation.
- More classes that make them feel more patriotic and respect things.
- Follow instructions of teachers to the letter.
- God is not in the schools, schools are totally secular, that is the problem.
- Sick society - people have to be monitored, checked in and out.
- Getting students to learn, getting the point across in class.
- The (whole) teaching process (in general).
- Learning environment.
- Deal with the social situations in school.
- Non-student activity.
- Not motivated to learn, other things to take up their time like drugs, makes it very hard for those who do want to learn.
- Programs for slower learners and a program for faster learners (a two-fold program).

- Budget is lousy.
- Deciding what students attend which schools.
- Teachers have too high expectations of what can be accomplished by students.
- Making classes interesting so the kids will want to participate.
- Disintegrating confidence - students don't have confidence in selves when leave/finish school.
- Providing the students with material that is relevant to them.
- Teenage drivers - getting license too early.
- Public view of education.
- Go to school in the school boundary.
- Students get out of school too early - not in school all day.
- Wide range of socio-economic problems.
- Keeping students interest so will attend.
- More physical activity.
- Society also causes problems (also coded 13).
- Should be segregated.
- More special education programs in the classrooms for problem children of not being able to handle regular classes.
- Too many blacks - they don't want to learn.
- Lack of support from community.
- Peer pressure on issues - pressures in general.
- Stop letting people (pushers) come on campus, they don't protect kids, keep dealers off campus.
- Not enough public support.
- Pay discrimination vs. female coaches and vs. female students.

CONTENT FOR QUESTION 13 - STAFF SURVEY

Discipline (01)

- Undisciplined students (lack of parent support - also coded 08) who are kept in school and continue to didrupt the educational process.
- A lack of consistency and policy from school to school on the subject of discipline. Students likewise fear no reprisal. They often test the rule and come out on top. Troublemakers are tolerated.
- Youngsters know that discipline, (truancies, etc.) will usually go unpunished. Standards for student conduct are almost nonexistent (also coded 11).
- Discipline of students and self-control.
- The drawnout process for discipline (sic) students - little control on student behavior.
- Failure to hold students responsible for their behavior. Troublemakers should be removed from school.
- Discipline - schools not allowed enough freedom to make useful policies.
- Lack of enforcement of penalties to stop students misbehaving in class.
- Discipline procedure that can be enforced.
- "Red tape" re: suspensions, etc.
- Schools should have right to expell students who are disruptive.
- Behavior and discipline of students - less behavior hearings, more immediate actions of expulsion and suspension - money to support needed programs for behavior problems.
- Getting rid of severely problematic students or out of the system.
- Not being able to get rid of problem students.
- Discipline. Students are kept in school even though they have shown they do not have the self-discipline to be in a classroom.

Drugs (02)

- Use of drugs by students; unenforcing of drug-use penalties; lack of any rules that prevent or punish use of drugs.

Poor Standards/Poor Curriculum (03)

- The student (9th grade) is passed on and cannot read, write or complete mathematics (simple). These students are not identified and placed into a class that wishes to learn. I spent three months each fall with these students in each class. I waste valuable learning time. It takes three months or more to go through a counselor and dean to place these people in special education. They should be placed before they enter high school or stay in the 8th grade.
- Too many students graduate without really having learned much (except for college preparatory ones).
- Reading skills deficiencies. Listening skills deficiencies.
- Lack of alternative classes to choose from in the humanistic area especially. We need to educate the whole child (also coded 45).
- More students - all - should be required to demonstrate competency in required fields - English, math, etc., not minimum proficiency.
- Upgrading of curriculum, i.e., more rigid course work.
- Not enough homework.
- Keeping up the academic standards of the average student.
- Failure to hold students responsible for learning at each level. (Passed whether they have a reasonable mastery of the course or not.)
- Uniform grading policies. Standards that are unfair at all high schools (by department).
- Low test scores.
- Lack of strict guidelines for course selection by students.
- Confusion between basics and potpourri courses.

Lack of Money (04)

- Lack of money for essential programs.
- Lack of money which necessitates high pupil/teacher ratio.
- Lack of funds, which cuts down on elective courses offered.
- Lack of proper funding for essentials (up-to-date textbooks).
- Lack of funds (for qualified teachers, equipment, needed programs).
- Basic programs are underfunded.
- Financing programs more realistically.
- Money to operate the classroom.
- Funds to cover programs that are required by law.
- Money for curriculum development. Money for support services.
- Money for textbooks.
- Lack of money to run an up-to-date and adequate program.
- Money to provide adequate, responsible, positive adult leadership for the various segments of its program in all of the schools concerned (also coded 20).
- Feel that we are working with a lack of funds for textbooks and supplies. It is very difficult to teach a class without a class set of texts or supplies for every student. I feel this is hampering the education of our students.

Incompetent Teachers (05)

- Getting rid of freeloaders in (administration) and teaching (also coded 20).
- Get rid of the poor teachers.
- Adequate staffing to insure quality (and diversity) of curriculum. (Teacher burnout through fragmentation.) Must employ and utilize people truly qualified in their field of assignment (also coded 35 and 40).
- Require academic retraining of teachers for salary advancement ... courses - graduate level - must be in teachers' employment/teaching area only. Not permit "career-related" courses unless there is a direct academic tie such as PE and Rec., literature and history or music.

- Lack of innovations among the teachers.
- Poor teachers tenured.
- (A lot of older teachers with old ideas.) Either require some inservice programs showing new teaching techniques or require extra college education courses, maybe require one teaching technique course every four years of employment (also coded 43).

Overcrowded (07)

- High student/teacher ratio (should be) 21/1 for maximum learning, present too high.
- Lack of money for low staffing/student ratio.
- Not decreasing teacher numbers and increasing class size.
- English and math classes are too large and should be limited to a maximum of 25 students so that no math/English teacher has more than 100 - 125 students daily.
- Certain schools are overcrowded.

Parents Lack of Interest (08)

- Above all, parents' education to supervise and help students.
- Parental influence on classroom behavior - parental participation.
- Making parents aware and accountable for their children.
- Parent apathy and lack of information about school.

Teacher Lack of Interest (09)

- Teachers who seem to have lost interest in teaching and no power to correct the problem.

Students Lack of Respect (10)

- Lack of respect for other human beings.
- Defiance of some students toward school employees.
- Disrespect for authority.
- Lack of respect for students and teachers - defiance.

Non-Attendance (11)

- Truancy - no penalties now exist for truancy and chronic absenteeism. Students must be made to feel that absenteeism will bring swift reprisal - 10 absences - out of school.
- Attendance - Attendance office should be responsible for followup on student absence - not just recording attendance. Students should only receive partial credit if absence is over a certain amount.
- Poor attendance low priority by district to get students to attend.
- Truancy. Either abolish the compulsory attendance law or require attendance percentage as part of the grading system.
- Youngsters know that (discipline) truancies, etc., will usually go unpunished (also coded 01).
- Lack of policy for absenteeism.
- Truancy (discipline).
- Students who do attend school but not class.
- Little or no control over the poor attendance of students.
- Attendance in class.
- Very, very poor attendance. It is the worst problem public education has today.

Crime - Vandalism (12)

- Vandalism (graffiti). Thefts.

Poor Home Environment (13)

- Students from poor home environment.
- 1. Broken homes. 2. Broken homes. 3. Broken homes. The breakdown in the family unit is the basis of all other problems we must deal with.

Communication Issues (18)

- Meaningful relationships between school and home.

Counseling/Guidance (19)

- Counselor loads too high.

Administration (20)

- Leadership quality of administration - need innovative, bold, and forceful leaders! Jobs are probably still based on political reasons rather than what will better help the students and teachers.
- Involvement of teachers in decisions - getting rid of freeloaders in administration (and teaching) (also coded 05).
- District administrators don't reward good teachers enough (and get rid of the poor teachers) (also coded 05).
- Too many schools are plagued by having weak administrators at the helm.
- Waste and poor organization within the system.
- Too many administrators in central staff.
- Schools tend to be overstaffed with administrators. No school should have more than one for each 750 students.
- Bureaucracy.

- Insensitiveness of the administrators.
- Lack of support from administration.
- Lack of teacher backing by administration. Wishy-washy (board members and) many administrators, too many bosses too long away from classroom (also coded 22).
- Poor teacher supervision.
- Finance should be headed by a business person not an educator.
- Poor curriculum coordination.
- Too many at 16th and N Streets.
- Incompetent administrators.
- Communications between teachers and administrators: participatory management approach (lack of it!) - educational managers instead of educational leaders!
- Poor administrators.
- Poor central administration - lack of consistency - irresponsible administrators.
- Top-heavy central administration. Lack of innovation in (teaching and) administration (also coded 34).
- Little administrative backup.
- Lack of administrative leadership and competency.
- Poor school management.
- Poor administration, lack of teacher participation in decisionmaking, arbitrary authority, czarist principals.
- Poor administration (lack of innovation).
- Poor management of programs (resulting in low morale) (also coded 40).
- The problems of strong administration in schools.
- Lack of administrative continuity.
- Communication between administrators and faculty. Scheduling and transferring procedures outrageous!

- Lack of district and local administration direction: student programmed to fail because they are allowed to sign up for courses they are unprepared for.
- Lack of administrative support for getting the students into the classrooms to learn.
- Organization, administration.
- Correct the current inefficient, cumbersome, and ineffective administration of the district staff. Get competent people - based on their abilities.
- Central administration/bureaucracy and state bureaucracy which only serves itself and is not sensitive to educational needs. Teachers do not have enough decisionmaking authority.

Board of Education (22)

- Wishy-washy Board members (5½).
- Gutless Board of Education.
- The Board of Education.
- Wishy-washy Board directives.

Students Lack of Interest (26)

- Unmotivated students (from unmotivating homes). We seem to make infinitesimal progress towards people wanting to excell academically while we have plenty of students who want the fruits of labor without the willingness to learn the skills to earn - we have a poverty of intellect that is more deadly than poverty of material wealth (also coded 13).
- Students who come to school not to learn but to cause upset and disorder and no way to get them on the right track (also coded 01).

Racial Problems (27)

- Social/economic conflicts in school - rich vs. poor - minority vs. majority - bilingual conflicts in classroom (also coded 42).
- Polarization of ethnic groups.

Violence (28)

- Disruption (student violence).

Discrimination - Segregation (30)

- Racial/ethnic imbalance.
- De facto segregation.
- Need for district boundaries change due to de facto segregation.
- Prejudice in favor of English speakers.
- Ethnic balance of students, teachers and others working with students.
- Lack of ethnic balance - particularly at Burbank High School.

Lack of Occupational Preparation (31)

- Need to prepare students for future technical careers.
- Insufficient number of vocational courses for job skills - employment after graduation.
- Need for increased vocational programs or a vocational high school for those students who are not motivated in strictly academic programs or cannot achieve in these programs.
- Providing career preparation courses at minority schools.
- Lack of career training and work/study programs.
- Need of more vocational programs for students in high school.
- Vocational areas being eroded.

Lack of "Life Preparation" (33)

- Developing usable skills, including national, world, local citizenship.

School Is Not Interesting/Rewarding (34)

- Students should be rewarded more for excellence and participation. Seniors must be challenged more than they presently are.
- Lack of innovation in teaching (and administration) (also coded 20).

Not Enough Teachers (35)

- Inadequate staff; especially the classroom teacher is our major weakness in providing a "first class" education for our students. Class sizes could be reduced and not only can more be taught to the student, but more options for course selection would be available to them (also coded 07 and 45).
- Adequate staffing to insure (quality and) diversity of curriculum (also coded 03).

Teachers Underpaid (39)

- Teacher salaries are too low. Provide adequate salaries for all employees.
- Inadequate pay for teachers.
- Lack of money for employee salaries.

Teacher Morale (40)

- Cynical teachers who've given up because of lack of funds, materials, no committees for improvement.

Socio-Economic Issues (41)

- Social economic imbalance of students in the five high schools - low academic achievement of lower social economic groups.
- Too many low-income families' students in the same schools than in others.
- Socially disadvantaged students ... economically disadvantaged attendance areas.
- Social economic conflicts in school - rich vs. poor, minority vs. majority (also coded 27).
- Course imbalance (college prep vs. general) as a result of racial/ethnic/socio/economic imbalance (also coded 45).
- Low socio-economic level of students.
- Students from problem homes - too many too fast coming in single parent homes, from outside U.S. - AFDC (also coded 13).

Homework/Study Habits (42)

- Everything more important than (being in class and) studying (regular studying hours) at night (also coded 11).

The Aging Staff (43)

- The aging staff.
- Teachers teaching beyond age to be still effective with students. Should be retired at age of 55.
- Need for younger teachers.
- A lot of older teachers - with old ideas (also coded 05).

Schools Cannot Solve Society's Problems (44)

- School is expected to deal with all social problems.

- The popular belief that public schools should be or are the "cure-all" of society's ills. We can't do all and be all to everybody. We can't solve society's problems. Some children will fail and we should recognize it.
- Schools are expected to compensate for social ills - i.e., school integration, which requires bussing and other costs not related directly to education.

Need Programs for All Abilities (45)

- Teaching to the needs of current students, not theory! Funding a well-balanced program to allow for life-long learning capability.
- Inability of a school to offer a wide range of electives due to declining enrollments.
- Students should have more than just two choices of work level in academic subjects. It is now either university preparation or high school graduation.
- Course imbalance (college prep vs. general) as a result of racial/ethnic/socio-economic imbalance (also coded 41).
- Differences in needs of student population at the various high schools.
- Lack of classes for electives. High schools need proficiency classes but also need a variety of classes for students at the other end.
- Trying to fit non-academically oriented students into academic programs.
- The problem of having students of school age required to attend regular academic classes - when in fact they have no ability to pass academic subjects or any inclination to be in school. A skill or technical school should be provided for these students (also coded 31).
- A curriculum unsuited for the low ability student.
- What to provide for the non-academic multitudes.

- The biggest problem of the district is a lack of funds to supply alternative programs for "turned-off" students (also coded 04).
- Providing adequate education for diverse groups, minorities - trying to solve all students' needs.
- Programs have been dropped that have tended to increase motivation to attend school.

Miscellaneous (98)

- Top-heavy (administration) and maintenance department (also coded 20).
- Transient students.
- Lack of responsibility.
- Boundary changes to insure adequate opportunity for students and growth on a steady basis for all schools.
- Ethnic ration of teacher (sic) to ethnic student.
- Responsibility, first to self, then family, school and country.
- Poor image.
- Not enough respect for an education paid through taxes.
- Constant concern regarding ethnic and racial balance.
- Lack of organized leadership in curriculum development.
- Attendance areas are not realistic.
- Trying to please too many people all the time - they should try and have a few enemies.
- No problems outside of society problems: poor, dumb people, dishonest politicians, excessive drinking, drugs and T.V.
- Staffing not always adequate - inadequate staff (two mentions).
- Teachers do not have enough decisionmaking authority.
- Mandatory attendance.
- School attendance - unify the courses taught at each school site to be same as course study. Be aware what the feeder school programs are to fit the high school.

- Equity among staff/students.
- Outsider coming on campus that endangers student safety.
- Integration and bilingual education.
- Curriculum follow-through.
- Lack of funding for athletics ... lack of junior high and middle school athletic programs.
- Accountability by student and his/her family.
- Student transportation.
- Five high schools do not work as a cohesive unit.
- Present use of ADA does not work to calculate school finances.
- Accountability.
- Courses of study are not being followed by all teachers.
- Students unable to complete an assignment, project they began.
- Change some boundaries.
- Inequality in facilities and offerings: curricular, extra-curricular.
- Use its resources efficiently. To me this means look very hard at any money which is not being spent directly in the classrooms.
- Students working part-time to almost full-time.
- Too much emphasis on ethnic problems (imbalance, etc.).
- Need more clerical aid.
- Keep comprehensive high school.
- Return of school-supplied textbooks.
- Too much power given the non-teachers.
- Level of education.
- Numerous classes.
- The flexibility of a student's assigned hours - they can go and come at all times.
- Students should be required to pay a "book deposit" because of the irresponsible treatment of issued textbooks. This costs the taxpayer much money.
- Remedial education.

- Allow students to attend the closest school to their homes.
- Needing to get more involved in school.
- Compulsory attendance! If student wants to drop out for several years - O.K. Let them return later!
- Loss of good, young teachers to the private sector.
- Truancy of students living within the inner city.
- Lack of responsibility for property and personal affairs.
- Apathy (three mentions).
- Lack of (parental and/or) community involvement in the high schools (also coded 08).
- Too much social activity on part of parents and students. This is not a problem of the school district; it is a problem of society. The idea that learning should not be demanding.
- Facing financial problems due to funding source cutbacks and determining priorities within the program (also coded 04).
- Lack of uniform standards.
- Faculty working as a group.
- They should stay home more often (and do school work) and help their parents or relatives. They need a social life and we (adults) should help them (also coded 42).
- Values.
- Job insecurity for young teachers.
- The influx of many different ethnic groups and the inflexibility of the community and schools to make viable programs (also coded 45).
- Having compulsory education for those who do not wish to be in school.
- Wide range of student ability.
- Retaining students in class who do not want to go to class.
- Apathy on the part of the community.
- Not enough emphasis on pride for education.
- Keeping students in class at a performing level.

- The problem of adequate "teaching tools." This includes paramountly enough textbooks for the required subjects taught.
- To design programs to meet the demands of the wide spread in student ability (also coded 45).
- Equitable funding and the time provision for important extra-curricular activities (performing arts) so they are programmed as part of the high school program - not extra.
- Poor choice of priorities by students in use of school and study time.
- The assignment of students to the proper programs to meet their needs in life.
- It appears that we need to review how to operate a school with more efficiency. The administrative staff does not seem to be together on the problems of efficiency.
- No motivation for non-college-bound student to go to high school.
- Lack of legislative support for getting students into the classrooms to learn.
- Educators have no say in education.
- A permissive society means permissive schools - rules, laws, etc.
- Need for government help for higher education of needy students.
- If a student is a non-achiever, he should be put in continuation school so he doesn't bring everyone else down to his level.
- Student accountability; parents accountability.
- Transitory and irresponsible clientele.
- Racial balance of teachers.
- Loss of students to other districts and private schools.
- Poor grades.
- We need help with a deluge of non-English speakers.
- Social.
- Loss of authority.

- Better building and equipment maintenance.
- Adequate facilities.
- Coordinated programs among all high schools.
- Negative attitudes of students and staff in too many instances (also coded 26).
- Improper balance in classes.
- Poor facilities.
- Outdated equipment (texts, etc.).
- Communication of what's going on.
- Communication (lack).
- No firm guidelines.
- High community expectations, with inadequate funding (also coded 04).
- Community relations.
- Restrictive laws and regulations (time schedules, etc.).
- Students not going to neighborhood high school.
- I believe student performance in all areas would be enhanced if there was more supervision.
- Supplies are outdated in many cases.
- Teachers are expected to spend an alarming amount of time doing "clerk work" rather than teaching.
- Establish realistic goals and make sure that these are met. We don't seem to have any standards that are enforced.
- Better material for student to learn with in the classes.
- Money for sport activities after school.
- Not enough intermingling of poor scholastic environment student from kindergarten on, with peers of scholastically motivated.
- Safety from harm by others.
- Hiram Johnson has a much larger attendance area than do the other four high schools.

- All schools should offer programs that are comparable. Time schedules should be the same and administrators should follow the same general rules for student control and behavior. All extra-curricular programs should be funded the same for equal opportunity for students.
- Misunderstanding by students of their purpose for being on campus.
- Placement level of bilingual students.
- Discard immediately outdated regulations at all schools in district.
- More funding for athletic programs.
- Policy - or lack of.
- Respect for the educational process.
- Community support.
- We have ... poorly utilized staff. Teachers' expertise must be better utilized.
- Motivating self-esteem and usage of student potential adequate to avoid "life" drop-out.
- Dealing with the gap between administrative duties (for teachers) and what is really necessary for doing the best job.
- For students - learning how to accept responsibility for their learning to properly do their job.
- Lack of expedient alternatives for students unable or unwilling to be successful in a comprehensive high school environment.
- Enforcement of rules and regulations governing teachers and students.
- Equality of schedule/courses offered at each high school for students. Equality of time (length of day) total teaching hours between high schools.
- ESL classes - primarily Asian/Vietnamese should not be on this campus (Hiram Johnson) especially Beginning ESL - use the Peter Lassen facilities.
- Students (act like babies) (gang together for disruption) (are hard to control) and television. No adventure with parents or other loving person so child joins other students for adventure and fooling around and disruption (also coded 01 and 13).

- Goals for learning.
- Reasons for attending school.
- Market for skills gained.
- Non-penality (sic) system for students/parents.
- Society acceptance of distractions for students such as electronic games and television.
- 1. Motivating students. 2. Motivating administrators. 3. Motivating teachers. Not necessarily in that order (not necessarily in my school). We motivate presently <u>negatively</u> - especially the way we deal with students.

APPENDIX C

INTRODUCTION

The statements presented in this appendix represent verbatim transcriptions of all responses to the question, "What were your reactions to taking part in this survey?", which was asking during follow-up verification calls to one out of five community respondents. Most of these calls were successfully completed, although a small percentage of the original respondents could not be re-contacted upon four attempts.

JDFR staff were pleased with the positive and supportive nature of the responses to this question and felt that the District would want to know how its survey had been received. In addition, we found the numerous commendations of the District for undertaking this effort worthy of note and consideration in utilizing the survey results.

INTERVIEW VERIFICATION FORM

WHAT WERE YOUR REACTIONS TO TAKING PART IN THIS SURVEY?

- It was O.K.
- O.K.
- About time someone started getting the public's opinion - hope it does some good.
- It was O.K. - had really forgotten about it.
- Really glad to have taken part. Hope results do some good and changes are made.
- Good - although not in Sacramento District - concerns are same all over.
- Enjoyed doing it. Gave him opportunity to express concerns.
- It was O.K.
- Good see questions being asked. It's about time.
- It was O.K.
- Enjoyed doing it.
- Glad to have some way of giving opinions.
- Good survey.
- Enjoyed doing it.
- O.K.
- I didn't mind.
- O.K. - used to do telephone interviews. Wanted to help this interviewer.
- Tired at first (just got home from work). Feels it is for a good cause. Has some real concerns about schools today (students and parents).
- Surprised something like this being done.
- Didn't mind doing it.
- Interested in being called. Tell them (schools) that they should train students (those not going on to college) for jobs.
- Hard to say - interesting. Good to know someone's trying to make changes.

- Glad to help if it will do some good. Hope they (answers) do some good.
- Valid - good questions and to the point.
- Questions very good. Is from another state - was interesting to see difference in schools.
- Surprised - done very well.
- O.K.
- Felt good - useful - very well organized.
- I didn't mind - thought it was good.
- Good - if any answers will be helpful in upgrading quality of education.
- Very glad to do it.
- Glad to take part.
- More than happy to participate. Surprised the survey was being done.
- I was interested in it.
- No reaction.
- They were just trying to find out what people thought about the issues.
- It's alright.
- I appreciated doing it.
- It was the first time anyone asked me my opinion within a survey. I liked that.
- I don't know.
- I liked it alright.
- I thought it was very enjoyable (Substitute teacher for 20 years.) It was very interesting.
- I felt real bad because I don't know much about the schools.
- I enjoyed it - it was very interesting.
- Pretty neat - really enjoyed participating.
- Don't know.
- Didn't bother her.
- O.K.
- Surprised.
- Really didn't want to take time to do it, but consented anyhow.

- Good.
- Just O.K.
- Well conducted. Had company - didn't want to take any more time.
- Good.
- Fine.
- Felt positive.
- Just leaving - almost didn't answer phone - refused.
- Fine - liked it - interesting.
- Interesting - hand't thought much about high school problems - good survey.
- Didn't mind.
- O.K. Been a long time since she was in school - hadn't thought about high school for a lot of years.
- Was just leaving - didn't have time - refused.
- Fine.
- Good.
- Good.
- Whether it will make a difference or not.
- I appreciate that you do have the survey to get peoples' opinions.
- Very well structured.
- Indifferent.
- Interesting thing doing the survey - sentences too long.
- Happy to do it.
- I'm always pleased to help out.
- I was concentrating.
- Doesn't really cover enough; the responses are too black and white. Convinced that the coding process is impossible. Good step however. Concerned about confidentiality.
- Not enough depth - normal survey.
- I enjoyed it.
- A little surprised.
- It's very hard to say yes and no on something that's so involved.
- I guess they're O.K.
- I think it's good to get opinions from other people for the programs.
- This something I had thought of before.

- This survey was mainly result of the ruling (President's segregation ruling). Important survey.
- Very neutral.
- Doesn't bother me one way or another.
- I wondered what it was for.
- I always participate in surveys if I have the time.
- I enjoyed it.
- Really good. I thought it was nice to be called to take part in a public survey about schools.
- I think it's a community service.
- I think it's a good thing to do. It's important to know what the people are thinking about public education.
- I got a brief chance to express opinions on the questions.
- It was fine. The interviewer was very good.
- I just don't feel up to it today.
- I was glad to be a part of the survey.
- I thought it was a worthwhile survey.
- It was good.
- Enjoyed participating very much.
- Feels good about participating if results will be used in making changes.
- At first didn't have time to do the interview - then decided "what the heck - I'll do it!"
- Don't know.
- Didn't mind - fun.
- Didn't bother me to answer the questions.
- Enjoyed - happy that people are trying to get input from public. Hope it does some good.
- Wakened up by phone. Was a little sleepy when interview started. Good - getting involvement from district. District really needs improvement.
- I was surprised.
- I enjoyed it.
- I thought it was good.

- I thought it was fine.
- I was surprised someone would call me about the schools.
- Seem to be taking part in a lot of surveys lately. However, this one was more important than the wine survey.
- It was very interesting to me because I'm interested in educational counseling. It enlightened me. I feel you are centering on the main issues to improve education. Hit on main issues.
- I like to participate in surveys that deal with opinions.
- I think it's a very scientific approach to getting facts by the public of how to help the school district.
- It was a nice survey; not on how one thinks about T.V.s.
- Didn't mind. No children in schools. Overall - important to me.
- I wondered why - Governor Brown?
- Thought it was very interesting. I love to give my opinions.
- I think it's a good thing that they're taking interest in the community and identifying which way the public wants to go.
- I thought it was <u>great!</u>
- Didn't really have any - O.K. she guessed.
- Enjoyed giving opinions.
- It was good to be able to express opinion - hope something comes of it.
- It was alright, I guess.
- Really didn't feel like I could help. No children in school in this area. A bit disturbed that her phone was reached.
- Impressed.
- No problem - glad to have chance to express thoughts on anything that will help the schools.
- Normal.
- O.K.
- Thought people interested in such matters that will benefit others is a good thing.
- I enjoyed doing the survey.
- I don't know.

- Curiosity. Read about surveys often but has never encountered one himself.
- Mixed emotions.
- First survey - curious and frustrated with multiple choice. First question hard to understand. Poor question.
- Leery - decided it was authentic.
- Glad to see somebody taking interest in something that needs to be acknowledged and that needs input from the public.
- It was interesting. There needs to be more input from the people.
- Neutral.
- Good idea. Great idea to obtain public opinion.
- I was impressed.
- Brought up questions of great concern to public.
- Watching game - did take time to say he enjoyed participating and interviewer was very pleasant.
- I thought it was very nice that a group would be interested in what the public has to think about how to better help the students.
- First time.
- Has definite ideas - good to be able to be counted for opinion.
- Good - hope changes will be made. Changes will probably not be made. First time interviewed.
- On his way out door - didn't have time. Thanked me for calling - refused.
- Choices were not what he would have said.
- Interesting - no experience - did not attend school in this country.
- Liked it.
- Was not sure it was valid. Has had many sales pitches that started the way the interview did. No problem after he realized it was valid.
- Didn't bother him.
- Felt good about being able to express his opinion.
- Helpful - glad to do it.
- Needs to be done - more people need to be involved in schools.
- Long - questions important.

- Delighted to have chance to express opinion.
- Alright - needs to be done.
- Interesting - hits very close. Contains questions that need to be discussed.
- Don't know - concerning education - was glad someone was interested.
- Positive.
- Worthwhile - good way to get public opinions.
- Researching class member. Felt obligated because he knows workings of a research project.
- Didn't mind - doesn't like phone surveys.
- It was fun - different.
- Enjoyed answering questions.
- Good to be able to tell someone what you think.
- Very interesting.
- Glad to - important.
- Interviewer was obviously reading - very impersonal but good. Adds validity to survey. Concerned as to why phone number was needed. Felt telephone surveys were invasion of privacy.
- Interviewee was little rushed (things to do). Interviewer was very patient - they had a lot of interruptions.
- Hard to say - interesting.
- No reactions.
- Take it or leave it - interesting.
- Would rather have done written survey. Didn't feel his opinions were valid - has only preschoolers.
- Didn't mind.
- Didn't mind - if it is to help make some changes.
- It's good. Lot of things wanted to say - it really felt good to get it said.
- Don't know.

- Very good. Questions were "hot" issues. First time she participated in a survey. She felt it was worthwhile.
- Fine.
- Very good - areas needed widening.
- Didn't mind. Would liked to have had more time to answer questions - just got home from work - tired. She's in law enforcement.
- Kind of unnecessary for her - too old.
- Fun.
- Comfortable - no other opinion.
- Good survey.
- Fine.
- Honored.
- Different - happy to participate. Never been involved in a survey before.
- Public opinion surveys are usually boring but this one is fun.